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A compilation of the best articles from "CASE Currents" on involving volunteers in institutional advancement programs is presented. Overall topics include: management of volunteers, working with trustees (volunteers at the top), benefits of participation for volunteers, and involving volunteers in fund raising, public relations, student recruitment, government relations, and career assistance for students and alumni. Among the 50 articles are the following: "Four Big Steps--Identify, Recruit, Train, and Assist" (C. Bruce Rossiter); "What To Do Before the Volunteers Arrive" (Nancy L. Davis); "Senior Partners: How to Set Up a Senior Alumni Program" (William Gleberzon); "Using Trustee Talents in Fund Raising" (Gary A. Evans); "Working with Alumni Boards" (Douglas M. Wilson); "Involved People Increase Annual Giving Efforts" (Leonard A. Meyer); "Volunteer Fund Raisers: Big Help for Small Staff" (William J. Murphy); "Alumni Boost Media Coverage" (Helen M. Eccles); "Training Alumnae to Attract Students" (Kay Chaney Harris); "Independent College Alumni Can Influence Public Policy" (Robert M. Hyde); "My Friends: Assembling a State Relations Team" (David T. Shufflebarger); "What Students Want: Help Finding Jobs" (Ray Burington); "Getting into Externships" (Adelaide M. Zagoren). (SW)

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Involving Volunteers in Your Advancement Programs

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The Best of CASE CURRENTS

Edited by Virginia Carter Smith
and Patricia LaSalle Alberger

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Contents

Management:

Getting the best from the brightest

TO MANAGE WORKERS, BE FIRM, OPEN, INFORMED, AND UNAFRAID
Adelaide M. Zagoren 1

FOUR BIG STEPS—IDENTIFY, RECRUIT, TRAIN, AND ASSIST
C. Bruce Rossiter 2

EVERY DAY, IN EVERY WAY CULTIVATE ALUMNI
Dick Wintermote 3

EIGHT FAULTS TO AVOID
Moffett Kendrick 4

RECRUITING: DON'T JUST GUESS
O. Wayne Chambers 6

WHAT TO DO BEFORE THE VOLUNTEERS ARRIVE
Nancy L. Davis 6

WHO PAYS? YOUR LIABILITY FOR VOLUNTEER INJURIES
Michael B. Goldstein 7

FLY RIGHT WITH VOLUNTEERS: GOOD COMMUNICATIONS KEEP THEM ON COURSE
J. W. Pocock 9

BRING IN BRAINS AND BRAWN
Justus O'Brien 12

SENIOR PARTNERS: HOW TO SET UP A SENIOR ALUMNI PROGRAM
William Gleberzon 13

WE NEED FEWER VOLUNTEERS!
Arthur C. Frantzreb 15

Leadership:

Working with volunteers at the top

USING TRUSTEE TALENTS IN FUND RAISING
Gary A. Evans 17

FUND-RAISING CLOUT: HOW YOU CAN HELP STRENGTHEN YOUR INSTITUTION'S BOARD WITH TRUSTEES WHO CAN GIVE—AND GET
Robert L. Gale 19

ENCOURAGE YOUR TRUSTEES
Robert L. Stuhr 21

WORKING WITH ALUMNI BOARDS
Douglas M. Wilson 22

ENLIST THE POWERFUL AND THE WEALTHY IN YOUR EFFORTS
Donald A. Morris 24

Perspectives:

What's in it for the volunteers

VOLUNTEERS: USEFUL OR USED?
J. W. Pocock 25

MEET TWO WHO FEEL IT'S WORTH THEIR TIME
Donna Shoemaker 28

WHY I HELP
Adrienne S. Anderson 32

WHAT I NEED
Marie H. Whitesel 32

Fund raising:

Volunteers as donors and doers

VOLUNTEERS IN THE SPOTLIGHT: TIPS ON ENLISTING AND TRAINING CAMPAIGN LEADERS
Robert B. St. Lawrence 33

INVOLVED PEOPLE INCREASE ANNUAL GIVING EFFORTS
Leonard A. Meyer 34

MAKE VOLUNTEERS AN IMPORTANT PART OF YOUR CAMPAIGN
Dawn Kepets Hull 35

BUSY PEOPLE CANVASS BEST
Lee Kline 36

USING VOLUNTEERS
Robert L. Kaiser 37

VOLUNTEER FUND RAISERS: BIG HELP FOR SMALL STAFF
William J. Murphy 39

GETTING PSYCHED: A VOLUNTEER'S GUIDE TO ASKING FOR THE MAJOR GIFT
W. Noel Johnston 42

GETTING TOGETHER: HOW TO CALL ON A PROSPECT
Ralph A. Jones 44

GETTING TO THE POINT: WHEN, WHY, AND HOW TO POP THE QUESTION
Edward G. Coll, Jr. 46

Public relations:

Volunteer voices in the field

A Nationwide PR Staff
Carolyn Smith Paschal 49

Alumni Boost Media Coverage
Helen M. Eccles 50

Alumni Help Communicate
Arthur W. Brodeur 50

Getting Gifts Together: Alumni Media Experts Boost Capital Campaign
Donald R. Perkins 51

Pass Out the Pencils and Get a Helping Write Hand
Roland Giduz 53

Tapping Student Talent: How to Get the Best from the Brightest
Patricia L. Alberger 55

Student recruitment:

Talent scouts for quality prospects

Alumni Recruiters = Admission Efforts:[2] Using Alumni Volunteers in Recruitment Activities
Gail Berson Weaver
Diane Odermatt 57

Why Redlands? Alumni Help Prospects Answer that Question
Merilyn H. Bonney 58

Training Alumnae to Attract Students
Kay Chaney Harris 59

Recruit Students to Recruit
Frederick Fess 61

Put Alumni to Work
Jack Star 62

Government relations:

Volunteers as friendly persuaders

Alumni Are Citizens, Too
Arthur M. Lotz 63

Independent College Alumni Can Influence Public Policy
Robert M. Hyde 64

My Friends: Assembling a State Relations Team
Daivd T. Shufflebarger 66

Career assistance:

Helping hands for students and alumni

Steers by Peers: Using Alumni in Career Planning
Maralyn Orbison Gillespie 67

What Students Want: Help Finding Jobs
Ray Burington 69

Getting into Externships
Adelaide M. Zagoren 70

Take Me to Your Leader: Alumni Lead Students into the Job Market
Patricia Trollinger 71

Career Explorations: Students on One-Month Expeditions Discover Alumni Make Good Guides
Diane Galusha 72

The Career Connection
Thomas F. Army, Jr. 73

Management:

Getting the best from the brightest

To manage workers, be firm, open, informed, and unafraid

BY ADELAIDE M. ZAGOREN
Executive Director
Associate Alumnae of Douglass College
Rutgers University

Both the volunteer and the manager of volunteers play specific roles in any volunteer project. It is important to look closely at these roles if you work with volunteers and want an effective organization.

Any professional manager of volunteers must be prepared with carefully thought out proposals, research to back them up, creative ideas, a suggested schedule, and a well-organized set of supportive office procedures. But these must all be put together by the central volunteer group responsible for the project. In this way, the plan becomes their project; they have the responsibility for carrying it to its successful conclusion and for coping with the inevitable problems that arise.

The professional manager, in my opinion, must never *appear* to be the absolute leader of the operation. To the public, the volunteer is the leader and the manager is the support person. To the volunteer leader, the manager is a partner. They do not necessarily do the same things as partners—each has a specialty that complements the other.

The volunteer leader's job is to be the public advocate for the project. In this role, he or she inspires other volunteers to accept and carry out their responsibilities, to work actively to complete the program, and to be the spokesperson for the project—the one who signs correspondence, presides at meetings, and is quoted in the media.

The manager's job is to provide professional leadership and know-how, to give necessary support services and research, to work out office procedures and mechanics for a smooth-running operation, to keep everything on a strict time schedule, to plan training sessions, to develop written materials, to foresee problems and to work out solutions, and to serve as liaison with related groups.

Another vital part of the professional's job, unless it is a one-time only project, is to develop leadership for the following year. A project is not truly successful, no matter how outstanding, if there are no leaders who can carry on.

To help managers do their jobs, I offer these tips:

1. *Keep close to your volunteers.* Show interest in their ideas and help them find satisfaction in their jobs. Compliment them on work well done. Keep them abreast of successes and progress, and help them feel their plans are working well. Review problems with your main volunteers and solicit their help in resolving these problems. Make them feel that they are an important part of the team.

2. *Know what your volunteers are doing.* Ask for periodic reports right from the beginning. These will help you to know who is completing assignments and who is not handling problems or following through.

3. *Don't be afraid to replace a volunteer or to keep pressing a non-performer until he or she performs or resigns.* This is best done with the support and assistance of your chairperson. Always have a trouble-shooter in the wings. Proper structure also may help minimize non-productive volunteers. Have each function be as independent of the other functions as possible so that one delay or bad choice of chairperson doesn't hold up all functions.

4. *Give each volunteer the authority needed to do the job well, and make certain that authority is respected by everyone—including yourself.* Don't usurp his or her job, and don't send mailings using the volunteer's name without permission. It is important to respect the integrity of your volunteers.

5. *Be firm on the importance of a positive attitude.* Everyone likes to work for a winning team and to give to a winning campaign. Many people, however, are apt to worry out loud. They believe they can get people to work for or give to a campaign to save it from failing. This is not the way to get people to work and give. Even if your statistics are at a low ebb, find something positive to say publicly and then quietly find a way, with the help of your highest echelon of volunteers, to turn the tide.

6. *Use your volunteer's available time wisely.* Don't, for instance, schedule meetings only to disseminate information. This can best be done in writing. Schedule meetings when you need discussion, inspiration, and enthusiasm.

7. *If your volunteer makes an error or causes a problem, share in the responsibility yourself and help clear it up without finger pointing or condemning.* If you must criticize, make it positive, guiding, and instructive. Always be flexible if something backfires or fails; change gears and try a fresh approach.

8. *If you want to manage volunteers effectively, communicate.* All team members need to be kept informed about the project's progress and to be reminded of deadlines. They also need to have someone bolster their enthusiasm and recognize them for reaching important goals. Meetings and telephones are two ways to do this.

You can use the news media to inspire and inform the general public as well as your volunteers. Overall, I find a regular, informal newsletter sent to the entire team gets the message across most effectively.

A professional manager is like a symphony orchestra conductor. He or she does not make the music. With eyes on the score (or the total plan), the leader conducts the orchestra. He or she makes certain each section comes in at the proper time with the proper volume. The conductor keeps some sections moving at a low pitch (perhaps the publicity or the training), and emphasizes other instruments. Finally, the conductor makes certain that the group reaches crescendos at the right time and that all facets move harmoniously and unhesitatingly toward a spectacular finish. CASE

Four big steps—identify, recruit, train, and assist

BY C. BRUCE ROSSITER
Director of Development
Eastern Michigan University

According to the latest Census Bureau statistics, there are about 37 million volunteers over age 13 in the United States. This is an impressive statistic, but I wonder how many of us agree that all our workers are truly "volunteers" or, conversely, that all volunteers are "workers."

I would define a volunteer as a powerful, able, busy, well-organized person; a problem-solver; a person who can accept great challenges, who is inspirable and excitable, and who can make a sacrificial gift; an individual waiting to be mobilized and yearning for a cause in which he or she can get involved. By any definition, I find it difficult to believe that there are really 37 million "volunteer workers."

The late Harold Seymour, known by many as the dean of fund raising, said volunteers fell into two categories—leaders and followers. My definition covers the first group, volunteer leaders. This group lights the way, originates action, creates confidence, sustains the mood, and keeps things moving. According to Seymour, such leaders make up only 5 percent of any volunteer constituency.

The followers can be divided into three groups—the *responsible* workers, the *responsive* workers, and the *inert* "third." Responsible volunteers, along with the smaller group of leaders, can be depended upon to play a thoughtful and proportionate part in a program under good leadership and guidance. Those in the responsive group respond in varying degrees, but they seldom act out of impulse. They must be motivated. The inert third are deadwood in the organization.

If, then, our definitions and assumptions are correct, the volunteer leader who advances our cause is a rare breed—one difficult to find and difficult to hold. To expect this volunteer to become a dedicated advocate of our institution, we must have a relevant cause where program precedes fund raising and where there is sufficient opportunity for involvement.

How do we involve volunteers with our institutions? Alumni might serve as fund raisers, directors on alumni boards, members of homecoming committees, class officers, chapter officers, and interviewers of prospective students. From any of these positions might come the leadership you will need in your annual fund solicitation or that next capital campaign.

Probably the best sources for identifying alumni volunteers are a solid alumni record system and an alumni director with a good memory. Personal knowledge is an irreplaceable asset. Of course, checking class and geographical address listings, biographical folders, clipping services, and the standard reference volumes such as *Poors, Dun and Bradstreet*, the *Who's Who* volumes, and others, is indispensable.

And, lest we forget, volunteers also come from outside the alumni group. Top leadership may be recruited from regents or trustees, parents, or friends. Relatively new colleges such as Virginia Wesleyan, which has few alumni, must rely totally on support from non-alumni.

Randolph-Macon Woman's College, where I was assistant director of development, had a program that illustrates the use of volunteers from outside the alumni constituency. In a Ford Foundation Challenge Program there, the case for support was important enough to draw volunteers of national stature into positions of leadership. But they had to be asked, which leads me to the next point—recruitment.

The courtship of that top 5 percent of volunteers is an art. If we can recruit the right person for a job, we know we have a good chance of success.

Seymour suggested that this search for good leadership be kept secret. "For when the word gets around that several have been asked and have turned down the job, the difficulty of enlisting the right kind of leadership becomes needlessly compounded and sometimes insurmountable," he said. And, as most of us know, you don't always hit the bull's-eye on the first shot.

As we move down the ladder of volunteer responsibility, we can use the face-to-face approach or we may call or write asking a person to help in our annual or capital programs. Of course, the volunteer leadership group will recruit most volunteer help.

Let us assume now that we have our organization and that we are ready to train it to operate effectively for our universities, colleges, or schools. This can be accomplished in several ways, depending on staff and budget.

At Randolph-Macon, we used a variety of methods. Each year on campus we conducted a workshop for class agents and personal visitation chairpersons. Each alumna had all travel expenses paid and was a guest of the college during her two-day stay.

At this meeting of the Alumnae Council, leaders in all areas of alumnae

activity met to hear the president and others discuss the "state of the college," to attend faculty seminars, to learn more about their responsibilities, to initiate alumnae policy, and to enjoy social functions.

The workshop for fund workers usually took half a day. There was a general session at which the alumnae general chairperson, the general class agent, and the director of development outlined progress to date, discussed the program and gave the year's plans.

Following the general session, the people were divided into two groups—the class agents and the personal visitation chairpersons.

The director of alumnae giving met with class agents to discuss the group's reactions to the program. Although this approach can open a Pandora's box, it creates the sense that volunteers are helping to shape plans. And, often we noted many worthwhile suggestions.

As a windup to the workshop, we distributed booklets and reviewed the timing, tools, and procedures to be used by volunteers.

Personal visitation chairpersons, under the guidance of the director of development, followed essentially the same pattern of discussion. There was the "hard sell" of the case for the college, so that these leaders would understand the needs of the college and the reasons why the needs must be met. This was important because these chairpersons were asked to recruit other alumnae as captains and workers. The captains and workers, in turn, needed to understand the case because they would be ringing the doorbells.

Once recruited and trained, volunteers must have the tools to do the job. These might include class or geographic address lists, biographical and donor data, and pertinent reports.

The development director or director of the annual fund must function also as a close liaison between the college and the workers in the field if the organization is to perform efficiently.

Thus, to set up a volunteer program, you must identify, recruit, train, and assist. But there is one more important fundamental if you hope to keep the program alive from year to year. Just as Napoleon established the Legion of Honor to recognize outstanding achievement, we must in some way recognize the efforts of our volunteers.

Recognition can take many forms. Letters of thanks from the president, the vice president, the director of development, or the chairperson—or perhaps some combination of these—are a must. Other rewards might include certificates, etchings, and books. The main point is to recognize those who have given unselfishly of their time to advance the cause.

I firmly believe that the finest compliment one person can pay another is to ask a favor. To those who accept a job in this spirit and who truly perform the favor of securing support for our institutions, I say God bless 'em, each and every one. case

Every day, in every way cultivate alumni

A valuable volunteer is one who, after being told the job and given some guidance, does it without being spoon-fed. He or she accepts the responsibility to work and to direct the work of others—not just to lend a name.

How do you find this self-reliant, self-motivated volunteer? In some cases, this person appears out of the blue. But most of the time you must be willing to educate, to mold an alumnus or alumna into the kind of valuable volunteer you need.

Cultivating volunteers is something we all do. Each of our alumni programs gives us the opportunity to meet our constituents and to rekindle their interest in the institution. This, of course, means a great deal of travel for us. After all, we can't expect many of our graduates to rush to campus and ask how they can help. For the most part, it is only after we carefully cultivate people that this kind of exchange takes place.

The major pros in the alumni business operate with "farm clubs." Watch them. They have many categories of responsibilities for players in their volunteer farm system. Alumni begin in simple jobs with class committees, alumni clubs, or the annual fund. If they prove themselves, they move up to be reunion chairpersons, club presidents, or fund captains.

Continued success on the volunteers' part leads to appointment to major boards or statewide committees. Before you know it, they become the top bananas as alumni, fund, or endowment presidents—or, who knows, even as trustees or regents.

Start your cultivating with future volunteers: students. Few of our alumni associations will survive the rigors of the years ahead if we don't start wooing today's undergraduates. Enlist students to work with you on every possible project. Get them into the alumni office and in contact with the staff whenever you can.

Young alumni are often neglected in the volunteer cultivation cycle. After all, they are just getting started and it's hard to get their attention. They often fail to respond to our annual fund appeals or to attend our alumni functions. They don't have the money or the time. It's tempting to neglect this age group, but if you do, you may be ruling out your best volunteer leaders in the 1980s and '90s.

Alumni are smart graduates of our institutions. Our actions speak louder to them than do our words. They can tell whether our associations are thriving, aggressive, diversified, responsive, influential, and sincere. They can tell quickly whether they want to invest time with us, whether we represent them well, whether we offer leadership opportunities they will be proud of.

From my experience, here are three key points to remember in cultivating self-motivated volunteers:

- We develop the attitudes of our alumni every day in everything we do. These attitudes, in turn, determine whether these alumni respond to our invitations to serve.

- We must involve many people in our programs so that we will have a chance to spot potential leaders and to give them increasing levels of responsibility.

- We should make our volunteers' work rewarding to them. When they have happy experiences, they stay with us. What's more, they become our best public relations agents because they have enjoyed playing on a winning team.—Dick Wintermote, *Director, University of Kansas Alumni Association.* case

Eight faults to avoid

BY MOFFETT KENDRICK
Vice President for Development
Furman University

When I became vice president for development at Furman, the college was well into a capital campaign. There were shelves of interviews; strategy papers; national, regional, state, and local organization charts; and book after book of manpower assignments. It was an impressive organization, conceived by outside counsel. As a former Chamber of Commerce executive, I thought that I had been close to some good management programs, but nothing on this grand scale had ever come my way.

But as the campaign moved along, I was surprised and then dismayed at the number of breakdowns in the organization and in the way volunteers were handled. Deadlines were crowded and often pushed back. Chairpersons often were not oriented properly or early enough to upcoming meetings. Frequently, they first saw the agenda when they arrived for the meeting. Orientation sessions often were not very effective because of the wasted motion. I shudder to think how bad things might have been without counsel.

Yet in the end we exceeded our campaign goal by a rather dramatic amount. The aftermath was an excited constituency, right? Right – and wrong. We were happy that we had reached the campaign goal. This meant that Furman could make its planned quantum leap forward. On the other hand, in the campaign backwash, we found disillusioned people who had been enthusiastic several months before. Because the organization plan had not been adherred to, some of the leadership, which would be sorely needed in the years ahead, was exhausted. Thus, Furman was not able to carry much of its valuable leadership resources into its next phase of growth and development.

Perhaps this situation at one small private college in South Carolina should cause no universal concern. However, in the intervening years I have heard of and observed the same things happening at other colleges. Misuse of volunteers can occur at institutions of any size, anywhere, with or without outside counsel. The single thread I have found is that in seeking to reach our dollar goals, we too often abuse, inadvertently or otherwise, volunteers who are our perennial hope.

It should never happen for any reason. Volunteers are like black gold. There is a vast resource of volunteers available, but the absence of conservation can produce an energy crisis. Based on my own misdeeds and observation, here are the most common faults we make in the care and feeding of volunteers:

1. *Failing to analyze the job and the kind of leadership it demands.* Too many of us do not seem to give sufficient time or thought to the first phase of volunteer development – selection. At best we handicap the chances of success. The proper beginning with a volunteer is just as important as the proper beginning of a golf swing. The first move dictates all action that follows.

Success is what it's all about, after all. The institution needs and demands it. We professionals need success for survival because it gives us self-esteem and makes working really fun. Volunteers want the sweet smell of success. The appreciation we express for it keeps them coming back to do more. Success begins with the selection of volunteers, and selection begins with knowledge of the job to be done and of the type of person needed to do that job. This calls for thorough research on constituencies. Not only must we know the potential of our market, but we must know its interests and prejudices.

Only after this kind of research has been done can we make decisions on goals and strategies.

2. *Selecting people regardless of talent, inclination, or track record.* We never seem to do good research on people to determine their potential as workers. Too often we ignore experience, which tells us clearly whether a person does or does not perform well in a fund-raising situation.

Some of us keep files on workers. Few of us maintain records on them. We keep sales totals, but no records on the salespeople. The business world would be horrified to find that a college doesn't have a good evaluation process.

Volunteers come in all sizes, shapes, and colors. They are alumni, trustees, members of an advisory board or a visiting committee, or simply friends. A number of institutions have been successful with students, faculty, and staff.

What about the president as a volunteer? While we all know that the president should spend 25 percent of his or her time thinking about money and 75 percent raising it, that isn't an excuse to assume that he or she knows how to sell. There are still techniques and experience that can be passed on, even to presidents.

3. *Minimizing the job to be done.* People respond to a challenge. They want to work with people who know what they are doing, where they are going, and how they plan to get there. They want a positive climate. It is amazing how many times we sign on a friend with, "This won't take much time" or, "It is enough simply for you to lend your name." That isn't the way to challenge a worker. We know it, yet we continue with these same charades. It is a wonder sometimes that we get anyone at all to help.

We will be far more effective if we are emphatic about the job to be done, clear about the time required, candid about the high goals, truthful about the case for the institution, and straightforward about choosing the person because he or she is a producer first and a glamorous name second. Those who make no bones about it are the deans of our business, the consistent fund-raising leaders.

4. *Failing to accept the fact that a person is too overworked to volunteer or failing to relieve leadership when relief is indicated.* This failure goes hand in glove with fault three. We know of cases where a person perfect for the job will decline because he or she already has too many commitments. Invariably the visitors persist in seeking the appointment. The minimum amount of time, the use of the name, no long meetings, or our promise to do all the work are used for key selling points. We would be more successful if we analyzed the situation objectively and made certain the rejection is legitimate. If it is, accept it and find someone else. Be thankful for the turn-down – better that than a leader who has no time to work.

5. *Failing to provide a climate conducive to success for the volunteer.* The first four faults inhibit a successful institutional climate. On the other hand, there is a *quid pro quo* for the success we want for ourselves as an institution. It is to provide a climate in which our volunteers may be successful.

We especially want our volunteer chairperson to succeed. The chairperson wants to succeed for several reasons, some idealistic and some personal. We enhance his or her job and thus the chances for success by keeping the leader up-to-date at all times about what is happening or not happening with the members of his or her team. Giving the leader plenty of time before meetings will enhance that person's effectiveness.

One thing is certain. We do not want meetings in which the chairperson turns to a development staff member with the question, "Well, what is the first thing you want to talk about today?" If a chairperson is worth his or her salt, that person is accustomed to leading.

Think about a task that you have enjoyed. You had a visible goal – challenging but attainable. You performed according to your own personally accepted standards, received immediate feedback, and were able to satisfy your social needs. You were accepted as a peer and earned and received recognition.

All of these were factors of motivation. Their presence kept you going, kept you excited, kept you moving toward success.

I once asked a wealthy donor who was also an effective volunteer fund raiser, "What is the most important ingredient for success in fund raising?" He said, "The most important thing is to ask for the money without beating around the bush. But second only to that is to say, 'Thank you, thank you,' both to the worker and the giver."

6. *Haphazard preparation and training.* Sometimes I think one of the great human mistakes is to assume too much of others. In the process of selecting and obtaining volunteer leaders, we should thoroughly orient them to the task.

In fact, the best assumption is that your volunteers know nothing and remember nothing about the institution. On that basis we can conduct an information program and develop a well-prepared volunteer.

Providing facts means *all* of the facts. After all, some of the bad things about us are the reasons we need money in the first place. We want to make positive changes, to improve, to strengthen, to grow, to excel. All of this implies overcoming a problem or need. We should provide complete but concise budget and financial information. Student interests and concerns are a must. Goals, duties, responsibilities, deadlines, and sources for additional information are also important to preparation and training. It also helps to have well-coached presidents and other university personnel at orientation and training sessions to receive reactions, ideas, and suggestions.

7. *Poor planning and organization of meetings.* There is no substitute for a good meeting. The agenda must be alive, cover only what is necessary, and start and end on time. There must be good information on a need-to-know basis, and it should come from the most authoritative source.

Details must be handled well by the staff. Name tags, place cards, lists, and other materials must be correct. There is no excuse for misspelled names, incorrect addresses and phone numbers, or incomplete data of any kind.

Staff members can prepare the chairperson and other participants well and then stay in the background. They should participate only when it is meaningful and can contribute to the meeting's success.

8. *The absence of professionalism in much of what we do.* Professionalism begins and ends with us, but its mirror is the volunteer working in the field. There are many qualities that convince others of a person's professionalism. A professional is patient. He or she understands that every volunteer must place personal or business commitments first. A professional keeps his or her sights high and doesn't settle for anything but the larger dream. A professional subordinates himself or herself to the task and to those who should lead. In fund raising he or she understands that people give to people they know, trust, and admire. The professional doesn't quit. He or she attends to the little details. The professional lives with failure but never accepts it. He or she has personal integrity.

The people are out there, waiting to respond to the needs of our institutions. With a balanced diet of tender loving care and responsible leadership, they will always furnish that cadre of volunteers needed to meet the needs of our institutions. case

Recruiting: Don't just guess

BY O. WAYNE CHAMBERS
Director of Development
Lee College

How do you select your volunteers – by guesswork or by intuition? If you don't have an effective method, you may be jeopardizing the success of any program that uses volunteers. A rating system has worked well for me in recruiting volunteers for fund raising, and it should be applicable in other areas.

Setting up your own rating system isn't difficult. Your first step is to list those characteristics you consider vital for a good volunteer. Consider the following:

- commitment and loyalty to institution;
- influence, clout, respect in community;
- knowledge about institution;
- history of financial support to institution;
- persistence;
- commitment of time;
- ability to communicate;
- enthusiasm;
- leadership ability; and
- ability to work with others.

Based on your completed list, develop questions that you can ask the prospective volunteer in an interview. For example, to find out whether or not the person is committed and loyal to the institution, ask how much work the person has done for the institution in the past. In some cases, you won't need a question to find out some information. Persistence and enthusiasm, for example, would be apparent in the interview.

Armed with your list of characteristics and your questions, you are ready to interview. Here's where the scoring process begins.

The top score for any prospective volunteer is 100. This means you should divide the number of characteristics on your list into 100 to find out the number of points to assign each characteristic. For example, if you have 10 characteristics, assign each one 10 points.

During your interview, note your score by each characteristic and after the interview, total them. In my experience, a better-than-average volunteer will score 75 or more.

Few people will possess all of the qualities on your list, but they will doubtless learn and grow as volunteers. As one person put it: "We put too much emphasis on finding the ideal volunteer. Volunteers are made, not born."

Scoring systems for people are not a new idea. For example, the February 1977 issue of *Money* discussed a new way lenders can score people who apply for credit.

According to the *Money* article, scoring systems usually predict with great accuracy a borrower's behavior. Companies that use the systems find that for the first time they can predict their losses to within a fraction of a percentage point. They cannot eliminate all bad loans, nor do they want to because they would turn down too many good risks at the same time.

A credit officer can veto the system's impersonal judgment and substitute his or her own. But the "experts" consider intuition no match for a good scoring system. According to the *Money* article, Sears and Roebuck's experience confirms this opinion. Sears keeps track of what happens after a credit manager says "Yes" to a credit application when the scoring system has said "No." About 95 percent of these payments are hard to collect.

The principles used to evaluate borrowers apply to selecting volunteers. In either instance, you must first establish the criteria for success and then base your evaluation on these criteria. One thing is clear. Intuition alone cannot be trusted to determine credit-worthy people or successful volunteers. **case**

What to do before the volunteers arrive

BY NANCY L. DAVIS

The volunteers are coming. They are marvelous people, your secret weapons. They assist you with all aspects of the annual fund, the capital campaign, reunions, and commencement.

The price for their assistance? Careful advance planning.

However, your hours are also valuable. You must manage someone else's time without wasting your own. This requires organization. How do you do it? Here are some basic steps we follow when planning a volunteer program.

Setting goals

In order to make a plan for a volunteer association, you must first define the group's purpose. A volunteer group is only effective if its role is well-articulated. When your volunteers don't live up to your expectations, it could be that they don't know what your expectations are.

I prefer to outline a series of objectives at the outset, which later are incorporated into the group's constitution. For example, each of the following could be an objective for an alumni group:

- to assist the admissions office in all aspects of recruitment: visiting high school guidance counselors, interviewing students, attending high school career nights, and advising newly accepted students;
- to identify, screen, and solicit fellow alumni who have the potential to give $1,000 or more to the annual fund;
- to work with the Alumni Relations Office in planning the awards dinner for the 1931 class reunion;
- to work with the Office of Parents Programs in planning the events for the 1980 Parents Weekend.

Avoid vague statements at all costs. Directing your volunteers "to improve relationships between the university and alumni" or "to advise the university on the quality of student life" only tells them that you haven't clearly defined what they are to do. Worse still, they may think that you are hesitant about making real demands, such as asking them to be fund raisers. It is best to be forthright, telling volunteers their responsibilities from the start, so that they can make a commitment to accomplishing your objectives.

Defining roles

It is important to distinguish between volunteer and staff duties. You want to avoid two traps. If you rely too heavily on your volunteers, they may end up doing too much and resenting it. If you don't give them enough to do, you'll wind up doing the job yourself, thus wasting valuable volunteer talents. It is indeed difficult to strike a balance. But if you consider the assets volunteers bring to any advancement effort, the role they may play in your particular project is readily apparent. They contribute:

1. *Clout.* Use your volunteers in situations requiring interaction with peers. Their association with your cause is an automatic selling point. Ask a big donor to solicit other major gifts or a well-positioned alumnus to recruit other volunteer leaders.

2. *Expertise.* Volunteers' experience in the business and social world outside the university is an invaluable resource. Use it. For example, ask them to help in the screening process to identify whom to solicit or recruit, or get advice from alumni in the media on how your institution can get more visibility.

3. *Prestige.* Appearances do count. Having a respected volunteer preside over your public event gives it immediate credibility. Whether or not the volunteer orchestrated the function, it never hurts to have it look that way. For example, Northwestern has parent leaders run the Parents Council's semiannual meetings and alumni volunteers run class reunion activities.

Using volunteers in any one of these capacities will require a great deal of staff assistance. Volunteers are only as effective as they are well-organized, informed, and supported. When organizing the volunteer group, you need to do the staff work. You—not your volunteer—coordinate the program with other college or university departments and oversee budgeting and clerical chores. Without a staff member defining the group's mission and providing materials and training needed for the task, the volunteers will be ineffective.

The matter of timing

You've defined the volunteer group's goals and the responsibilities of the staff and volunteer—where do you go from there?

Begin by establishing a timetable for meeting the group's objectives. Consider four basic steps of volunteer activity: recruitment, training, holding meetings or events, and acknowledging the volunteer's work. Whether you are planning a one-evening phonathon or a year-long program for class representatives, a schedule will tell you how much time you have to accomplish these steps. The time available will dictate the techniques you use.

If you are assigned next week's phonathon just four days in advance, you will need to recruit the volunteers by telephone. On the other hand, if you have three months to research and recruit prospective volunteers for an annual program, you can choose any one of the three methods of recruitment: letter, phone, or personal visit. Ask yourself these questions to determine your method:

- How many volunteers do I need to complete the task?
- What personal characteristics (leadership, capacity to give a major gift) should each volunteer have?
- Given the time available to recruit and the number of volunteers needed, how will I recruit? By phone, letter, in person, or by combining several of these methods?
- Who will recruit? A staff member, fellow volunteer, or high-ranking university official?
- What training will be necessary, how will it be conducted, and who will lead the training? What instructional materials should I develop?
- If I am working with an annual program, how shall I keep both staff and volunteers informed of each other's progress?
- What will I do to acknowledge the volunteers' good work? A gift, a verbal thank you, or a public ceremony?

When you have finished the master plan for your volunteer group, it should be ready to run itself. Your advance preparation will free you from the responsibility of constantly watching your volunteers. And, more importantly, it will give them the freedom to build imaginatively on the framework you have provided. case

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Who pays?

Your liability for volunteer injuries

BY MICHAEL B. GOLDSTEIN

When we think of volunteer programs, we picture idealistic individuals involved in community service, personal growth, and new learning experiences. We often forget that the volunteers are also workers performing tasks and occasionally suffering injury.

You who administer and supervise volunteer programs tend to ignore this problem until something unpleasant happens. Then you must scramble to protect your institution's interests and those of your volunteers. Those interests may be contradictory.

What happens when one of your volunteers is injured? Who is responsible? To whom can the volunteer turn for compensation for the injury? How does your program protect itself? What are the rights and responsibilities of volunteers? And what are your responsibilities as a director when a volunteer working for you is injured? What steps can you take before an accident happens to best protect all concerned?

State laws and court decisions control most of the elements relating to these questions. Yet each state has different laws. Furthermore, National Center for Voluntary Action studies reveal little evidence of any interstate effort to develop uniform approaches. You should see that your institution seeks and follows competent legal advice *before* a problem arises. Here are some of the options you can consider.

Compensation

If a volunteer is injured, many factors come into play in determining who is responsible and where the volunteer may turn for compensation and aid. At common law, a person injured through the fault or negligence of another is entitled to recover damages.

If the volunteer was blameless and your institution's negligence was clearly the cause of the accident, then—in the absence of any statutory limitations — the volunteer not only may recover the costs involved in being treated for and recovering from the injury but also may receive compensation for the pain and suffering (past, present, and future) caused by your institution's negligence. Depending upon the severity of the injury, the likely lasting effects, and the age and occupation of the injured person, monetary awards in such cases can be considerable.

Such an economic burden on any institution that uses volunteers is obviously undesirable, unless it has a way to distribute the cost (insurance) or is so large that it is more economic to absorb the risk (self-insurance).

Liability insurance

Liability insurance will protect your institution from immediate financial loss up to the dollar limits of the policy. Generally the insurance policy provides for payment of damages, either assessed by a court or agreed upon as a settlement, and for the cost of legal defense. The drawback with this insurance is its expense to your program if, for example, your institution does not include the alumni association in its policy. Your volunteer program may be on a shoestring budget. You may tend to avoid *any* expenses that do not directly support its purposes. Allocating precious dollars to protect against a hypothetical risk may seem a low priority.

Further, having some form of liability insurance does not automatically secure protection for your institution or your volunteers. Your policy must clearly state that it covers volunteers. For example, a policy may provide protection against claims arising out of injury to the public but may expressly exclude persons working for the agency or organization. While volunteers may not be considered employees for some purposes, as we will examine below, they still may be excluded from coverage under such a policy.

Adding coverage for volunteers is often inexpensive, particularly if you do it at renewal time, when the insurance companies are most competitive.

Charitable immunity

While acquiring liability insurance is the best way you can protect yourself from loss resulting from injury to volunteers, some states still observe the principle of charitable immunity. This legal concept, arising out of the common law and enshrined initially in the statutory and case law of most states, provides that charitable organizations, since they are established to serve the public welfare, are immune from suit.

But check this out with your lawyers. Many states no longer recognize the concept of charitable immunity, and unless a statute *clearly* applies, charitable immunity can be frail protection.

Assumption of risk

Another defense against a suit by an injured volunteer is the concept of assumption of risk. According to this legal theory, an individual cannot recover for injuries when, by undertaking the task at hand, he or she expressly or by implication accepts the risk of injury *ordinarily or obviously incident to its accomplishment*. The italicized words here are essential. They differentiate this concept from the far less useful (but unfortunately more often relied upon) waivers.

Related to this concept is the theory of *contributory negligence*, which in some states precludes or limits a recovery if the injured person contributed to the cause of his or her injury.

Finally, you may ask volunteers, before they begin work, to *waive* your institution's responsibility if their acts result in injury. While appealing on paper, a waiver merely applies the assumption of risk concept: The waiver is written evidence that the volunteer accepts the potential, reasonable hazard.

Waivers are subject to an increasing number of limitations. Most important, the courts will not accept a waiver that has the effect of absolving the *negligence* of another person. Nor will a waiver protect against liability if the risk was *unforeseeable* or *unreasonable*. A waiver, even if couched in the most elegant legalese, will not preclude recovery by an injured party if that injury is the fault of someone else.

If you are using underaged volunteers, you should also know that the courts tend to entirely ignore waivers when the injured party is a minor, even if a parent has signed the waiver.

Workmen's compensation

These possible defenses do not take into account the fact that your volunteer usually performs useful work — often an attribute of an employment relationship.

Whether the state considers the volunteer an employee is extremely relevant. If it recognizes an employer-employee relationship, then the state workmen's compensation statute may protect both the volunteer and the organization.

Workmen's compensation, an early form of no-fault insurance, provides for economic recovery by an employee who sustains a work-related injury, regardless of the cause of the injury. An employee can recover medical costs and lost earnings (but not punitive damages or payments for pain and suffering, as is the case in a liability action) regardless of whether the injury resulted from the employer's negligence or from that of the employee.

Workmen's compensation is a statutory form of insurance paid for by the employer. In many states, private insurance companies provide the actual coverage while in others a state agency manages the insurance pool. Whatever the method, the result is a system of protecting the employee and at the same time limiting the liability of the employer. If employees are protected by a workmen's compensation system, they *cannot* choose instead the common law approach of suing the employer for negligence (except in certain rather arcane situations).

Though workmen's compensation coverage would require your institution to make additional premium payments, it's usually worth it. These will be trivial compared to the far greater risk of loss resulting from a negligence action. But to be covered, volunteers must be classified as employees.

Generally, an employment relationship exists when there is a "contract for hire." An integral part of such a contract is usually the payment of compensation, most often in the form of wages. The volunteer who receives no compensation in any form is probably not covered under the act.

Some states, such as Virginia, have enacted provisions expressly including certain classes of unpaid personnel. These most commonly apply to volunteer firefighters and similar public safety workers, but in more and more cases legislative enactment or judicial fiat has applied the law to a broader range of volunteers. Some states have established schemes whereby agencies and organizations can *elect* to include their volunteers under such a plan through contributions to the workmen's compensation pool. Several make such coverage mandatory.

Personal liability

It is not only your institution that may be held liable for damages. An injured volunteer may secure a judgment against *you*. Furthermore, in an action to recover damages for personal injury, it is common for a plaintiff to include as a party defendant the person or persons who appear most responsible for the incident, and often his or her supervisor, and even the head of the institution.

While virtually every state protects employees acting within the scope of their authority from individual suit, such a risk, however small, should give you an incentive to see that your institution has appropriate liability protection.

While the risk of injury in most volunteer programs is relatively small, don't assume that it doesn't exist. The volunteer, the institution, and you all have a stake in securing the best protection for everyone concerned.

Compassion tells you that you should protect the volunteer. Responsibility to those served demands that institutions act prudently to ensure that they also preserve their interests. Because the potential risks can be so great, consultation with your attorneys *before* a problem arises can often be the best form of insurance. case

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Fly right with volunteers

Good communications keep them on course

BY J. W. POCOCK

A few months ago I landed my plane at the Wayne County Airport in Ohio. As I taxied to the ramp, I found that I could not retract my wing flaps. I casually remarked to my passenger that this was a small problem and could be corrected overnight. It was not. The next morning, with flaps manually retracted but inoperative, I prepared to take off.

My friend, there to say goodbye and exhibiting an earnest solicitude for my health (of the kind reserved by development officers for chairs of the board who have not completed their assigned tasks), asked about the flaps. I assured her that everything was under control and that I really didn't need the flaps anyway. As I taxied out for take-off, her final cry echoed in my ears: "If you don't need them, why do you have them in the first place?"

You could ask the same question about volunteers. How many times have you, as the pressured and frustrated director of a volunteer program, burst out with "I don't see why we need them; we could do just as well ourselves?" The answer is: With volunteers — as with flaps — you can do all sorts of wonderful things that you couldn't do without them.

To get the most out of your volunteer apparatus, you must operate a system that is dynamic, permanent, and self-supporting. The secret in achieving this kind of organization is communication.

Laying the groundwork

Setting up an effective communication program requires certain basic resources. Before you start, you must take into account:

- *Time*. Your planning won't bear fruit overnight or in a month or in a year. If you're not ready to commit yourself to the period of time required before results show, you'd better try another approach.
- *Staff*. We forget that, when we add volunteers or step up the activity of our existing volunteer force, we add to the responsibilities of the professional staff. If you're straining your staff to maintain your volunteer communications today, you can't double your volunteer army without doubling your staff. You can't meet your expanded communication requirements simply by extending the operating hours of the Xerox machine. Meaningful communication always gets down, finally, to personal communication.
- *Continuity*. How often have you climbed the communications ladder — from general broadside to personalized letter to phone call to group meeting — only to find that you don't have enough time to maintain the frequency and quality of communication? Opt for continuity and quality, even though you may have to slow your pace.
- *Sensitivity*. Communications must show sensitivity to the volunteer's perceptions and attitudes. We all know this as a first principle, but do we abide by it? Take this example.

In fund raising, we all know what a major donor is. A major donor is one who can give or has given $1 million — or pick your own price tag. As professionals, you know how many of these gems you need to reach a goal; you research and line up your prospects and you spend major time and effort in their cultivaton. But our volunteer corps may resent the attention we give the major donor. To the average fund-raising volunteer, a major donor is one who gives a major share of his or her lifetime assets to our institution. The retired kindergarten teacher's $10,000 is just as major — or more so — as the meat-packing king's $5 million. And most of our volunteers are soliciting the retired school teacher. We must learn how to give equal encouragement and applause for the $10,000 gift and communicate this to our volunteers.

The communications cycle

There are, as I see it, five stages in the communications cycle. All stages are in play to a greater or lesser degree at all times. My list isn't that much different from the industrial personnel cycle. But in industry, officers hire, pay, set performance requirements, make evaluations, and have a pink slip ready as a terminal notice for nonperformance.

We, in contrast, woo volunteers, offer some applause and a sense of personal satisfaction as compensation, cajole and incite into sporadic performance, and evaluate performance with care and apprehension. The pink slip is quite another story. However treacherous all this may be, here are my five stages.

1. *Establishing the environment.* Prospective volunteers prefer to work with an institution that has a good reputation locally, regionally, or nationally. Their involvement adds to their status among friends. They also know that, if the institution is well-regarded, their volunteer assignment will be easier to perform. It is not solely our job to create this environment; that is the work of all who help make the institution what it is — those who work in public relations in the broad sense. But, it is our job to communicate the environment to our volunteers.

We must have some form of direct communication from the campus to those groups from which we recruit our volunteers. Our alumni publications alone don't do the job, although they help. They are directed at a specific target audience, deal with a few featured events or topics at some length, but don't really present the total institutional picture in perspective.

What we need is a quick-scan sheet, addressed to all audiences and presenting a broad overview of our institution. It should describe our purpose, our life, our contributions, and our dreams. Specifically, it should relate our programs to the outside community and the world, which is where our prospective volunteers live and promote our goods. I put such a regularly scheduled communication device, supported by a good, basic PR program, at the top of my list for establishing the environment for successful wooing of volunteers.

2. *Searching, selecting, and recruiting.* This is the critical step in building an effective volunteer force. It takes a great deal of skillful communication. This is where we establish our finesse, for our volunteers remember early contacts the longest.

The personal approach is what counts. Broadsides that say, "We're looking for volunteers" won't do the job. You can search your files and your professional memory for candidates, but nothing takes the place of field research. That means communication — subtle, sensitive, personal communication.

We look for people who can suggest potential leaders or who can assess the leadership potential of those suggested by others. You don't rush into this search. Whenever you ask someone to evaluate a third party, you get straight answers only after you have gained the person's trust and good faith. Take your time. These collaborators may well become volunteer leaders themselves.

Recruitment requires this same sort of sensitive communication — both telling and listening. You may have some experienced volunteers who can take over a portion of this task, but it is basically your job as the staff person to select and recruit your leaders. You want to learn how committed candidates are to your cause, their interests and dislikes, the amount of time they have to serve, how they perceive their personal capabilities, and — most important — in what areas they might put their talents to best use. When you consider the time you spend training leaders and major workers, you begin to understand why you must increase your staff as you build a truly effective volunteer system.

3. *Training.* Personal communication is essential in the training process. To be most effective, remember three things:

First, you can't train by mail. The heart of a training program lies in group meetings where you can develop your points, tackle emerging problems, and engage in discussion. Only in a group can you foster a growing sense of togetherness in the undertaking, build personal commitment with the reinforcement of others, and communicate enthusiasm for the cause. The campus is the best place to hold training meetings. But if economy and distance are factors, well-planned regional meetings are also effective.

Remember, your actions communicate more than your words. Let your trainees know you value them as friends and coworkers — not just as cogs in your machine. Be relaxed. Provide a good meal to establish interpersonal contacts. Have a faculty member there to talk on a subject of interest — thus communicating the point that volunteers are working with a real live institution. And above all, be well prepared. To slop around during a training session is a fine way to communicate the fact that you don't really know what you're doing or that you don't really care what the volunteers think — or both.

Second, remember to orient your volunteers to the general facts about your institution as well to the specific demands of the immediate project. Tell them the overall status of the institution: the present activities, the programs, the plans, the purposes, the people, and the financial data. Volunteers require this basic information and consistent updates as developments occur. You must interpret the general material and put it into perspective so that volunteers can be articulate with those from whom they seek support.

Third, and most important, help your volunteer to feel relaxed with person-to-person contacts. Most volunteers have never gone one-on-one with someone they know slightly and from whom they seek something. They need to know how to develop a subject and how to respond to another person's reactions. Try role playing—anything to put them more at ease in the situations into which they will be thrust. When you have finished, they must pick up the ball and keep the communications flowing clearly and effectively.

4. *Motivating and monitoring progress.* There are three purposes for communications during this stage: to encourage, to report on developments, and to maintain management and control. You can encourage and report on progress in an informal newsletter you send to all volunteers in the program. When you can, attach a simple penned note to lend a more personal touch. Report through periodic regional meetings to keep the team fired up, reinforce their sense of community, and bring a more personalized message from the campus. You can determine the frequency of such meetings by the nature and pace of the program.

You must be tactful in how you approach managing and controlling your volunteers. At best, you want to remind them that they are in a gentle harness of supervision; at worst, you must point out errors of omission or commission.

Every now and then I read a statement from some director of volunteers that says that volunteers should be treated firmly, held to rigorous schedules, and given immediate and direct instruction or orders to remedy things gone wrong. Sort of like a foreman supervising a road crew filling potholes. Well maybe. Some volunteers can be handled in such a fashion and recognize it as "efficient supervision."

I prefer to treat each person according to his or her individual characteristics. I have known some extremely capable and productive volunteers who required a most tender touch upon the reins that guided them. We must recognize this and use that tenderness in our supervision of such volunteers. In fact, I submit the proposition that it is the rare volunteer who does not have at least some trace of inner resentment—or a sense of intrusion upon his or her lifestyle — whenever we move to shorten the reins and increase the pace. Volunteers have matters to concern them other than our needs. Yet you must maintain effective management of the program and hold to your institutional schedules. This is the time to exercise your finest communication skills once more.

When problems arise or a volunteer needs straightening out, I think that a personal phone call followed by a confirming letter is the best way to handle it. The phone is more personal than a letter. It provides an opportunity to warm up the volunteer before you move into the problem area. It gives the volunteer a chance to speak to his or her side of the problem and for you to assess reactions. It allows consideration of various ways to remedy the situation. And if you have finely honed communication skills, you can enhance the volunteer's commitment through the personal attention he or she has received. Always send a letter to confirm your discussion in black and white.

5. *Evaluating and rewarding.* Put yourself in your volunteer's shoes. Volunteers probably feel that they have won their gold stars by the act of volunteering. They try to do their very best. If things don't work out, at least they tried. They don't sense a need for hardheaded judgment of their performance. After all, they say, "Didn't I volunteer?"

We must avoid overt indications that we are watching our volunteers through the cold eye of our performance evaluation apparatus. Yet you have to evaluate performance. There are three sources of data on which to base evaluation:

- *Look at your returns.* How much money was raised? How many donors gave in how much time? Send a list of your top performers to your volunteers. (The list can be a gentle hint to the others of what they might be doing.)

- *Ask for reports from volunteer field leaders.* (But remember that most of us only like to give positive kudos. You'll have to probe gracefully for negatives.)

- *Get help from other staff members.* With experience, your aides can learn to sense weak performance.

You should reward continuously. Reinforce with a few quick phone calls of appreciation. That's what WATS lines are for. Send a note or two or three. Stop by and visit when you're in town. Everyone loves to see their name in print, so publish names in the institutional media.

And, of course, celebrate the achievements of milestones (always proclaim a few for this purpose) along the way with lunches. Finish with a triumphant banquet. Public recognition can cover a broad group. Volunteers really don't need one or two individual winners, just the recognition of their presence in a winning group is enough. As a final personal reward, give your most important assignments to your best volunteers.

Saying thanks, but no thanks

Now, what about that pink slip? There are always some who can't or won't perform. It's worth the time it takes to probe for the cause. A top volunteer or someone on your staff may be able to identify a problem that you can correct. If not, set up the pattern for graceful disengagement.

Keep in mind that you are dealing with an individual who is concerned about peer perceptions and misconceptions. Your errant volunteer probably knows that he or she is not performing, is embarrassed, and is looking for a way out. Make it an easy way.

It's a great test of communication skill to fire a volunteer and keep him or her happy. Remember the old story of the village drunk who, while being led out of the village tarred and feathered, remarked: "I'd be unhappy if it weren't such an honor."

Patting backs

When all the shouting is over and your volunteers look back on their experiences, they want to know that:

- You consider them a group of carefully selected, talented individuals.

- You gave them the tools for a learning experience, not just the opportunity to attend training camp.

- You cared enough to put them to work in an area that used their personal interests. (How did you ever guess?)

- You let them know what you expected of them in a friendly, unassertive way.

- You supported and guided them in their work.

- You patted them on their backs and said "thank you" regularly.

- You were most understanding in discussions with them about how their performance could have been even better.

- You brought them the satisfaction of achievement.

- They are loved — and as a result, you'll find them raring to go on their next assignment.

On my next trip into the Wayne County Airport — with flaps fully operational — I called in for my traffic advisories upon approach. Along with the routine numbers came the request: "Could you land long and touch down at the first intersection?" "Right on the cross stripe" was my immodest reply. On final descent, I set full flaps, dropped in steep and slow, and squinched my tires right on the cross stripe. At the gas pumps the line boy exclaimed: "Boy, that was the best landing this week. You put 'er on the cross stripe just like you said, dinja!"

Why do we need volunteers in the first place? Because, with the apparatus well designed, carefully maintained, and used with maximum effectiveness, we can do all sorts of wonderful things that we couldn't do without them. And, also be complimented on our competence.

Isn't that enough?

J. W. Pocock is chairman of the board at The College of Wooster, a private, four-year coeducational college of 1,800 students in Wooster, Ohio.

Bring in brains and brawn

BY JUSTUS O'BRIEN
Editorial Assistant

What's new in the way schools, colleges, and universities use volunteers?

By now, we're all familiar with how handy they can be in organizing alumni clubs and running annual fund campaigns. But a number of institutions have come up with unusual ways to put "volunteer power" to work. For example, there are nine creative programs that won awards in last year's CASE Recognition Program.

PROJECTS

Some institutions give volunteers specific projects to tackle. Mount Holyoke College, for example, recruited volunteers to centralize its alumnae records. Originally a team of six, and now 10, the volunteers have consolidated scattered records, discarded irrelevant materials, and compiled practical alumnae dossiers. The project calls for not only considerable skill in record-keeping but also a good deal of confidentiality and sensitivity to the needs of the alumnae office. Volunteers are stretching staff resources through this important work.

These are not days of physical expansion for small independent schools. Nevertheless, the George School devised a way to build a badly needed sports complex, including an indoor pool, at less than half the cost estimated by local architects.

A five-member subcommittee of volunteers, without paying an architect, designed and supervised the entire operation. The committee included a management consultant, an architect, an alumnus experienced in steel-fabricated construction and heating systems, a graduate's husband experienced in shopping center construction, and another who ran a combination recreation center-swim club.

In this case, volunteers provided not only professional assistance but also funded the project. Two of the volunteers who worked on the planning committee financed the entire complex, which cost $700,000.

There's a message here. The more directly you involve your alumni, the more apt they are to contribute.

EVENTS

For 32 years, volunteers at Catlin Gabel School have run an annual rummage sale. The idea may not be new, but in this case it beams with success.

Last year, the event involved 1,200 volunteers – alumni, faculty, students, and friends of the school. They were neatly divided into dozens of committees responsible for everything from collecting, sorting, and pricing rummage items to babysitting for fellow volunteers on duty.

Net proceeds, which last year tallied $76,830, were earmarked for financial aid. The event's success also promoted grants from several individuals and foundations. Consequently, in the past five years, the school has been able to expand its minority enrollment by more than 50 per cent.

Oakland University ingeniously attracted alumni volunteers to campus by declaring a "Swap Day." Alumni used the university's facilities and volunteered their brawn and brains. An outdoor heated pool, tickets to a university-sponsored musical event, and an 18-hole golf course awaited their campus visit. Alumni, on their part, agreed to spend a morning or afternoon working for the university's telethon, labeling alumni mailings, or appearing as guest lecturers at the career center. To those participating the work was light, the rewards enjoyable.

ASSOCIATIONS

The University of Michigan's mighty alumni body draws its life's blood from highly active volunteer leaders with clearly defined responsibilities.

A collection of separate entities under the general direction of a board, the alumni association has six councils with supervisory responsibilities in specific areas (alumni clubs, student/alumni relations, alumni camps, and so on).

Cooper Union also boasts a lively and devoted alumni council. Volunteers participate in a wide range of activities, including the annual fund, several student/alumni liaison committees, and numerous class reunion activities. They also sit on the college's admissions, curriculum, and administration committees.

An outstanding aspect of the program is student/alumni relations. Alumni volunteers meet with students to discuss job opportunities, review portfolios, and offer suggestions for the future. "Survival Night," as one of the events is aptly called, features prominent artists discussing ways to earn a living through the arts. Graphic arts, photography, and architecture students receive similar attention.

INSTITUTIONAL PROGRAMS

Brown University has motivated as many as 2,900 volunteers to work for its National Alumni Schools Program (NASP). These volunteers help attract and enroll highly qualified students.

The well-organized team has 16 regional directors, 179 area chairpersons and co-chairpersons, 100 athletic directors, 40 minority representatives, and more than 2,000 committee members. Each person receives specific guidelines and instructions as to his or her purpose and function within the program.

Representing NASP, volunteers visit their local schools, identify top prospects, cultivate their interest in Brown, and encourage them to apply and enroll.

This continued effort has helped the university surpass its application and enrollment goals. This year, Brown sought 9,000 applications and to date has received a welcome 10,000. And that's for only about 1,300 openings. Happily, the effort helps draw some of the creamiest students of the crop.

In some cases, involving volunteers in institutional programs may be the *only* sensible route to success.

When Boston and Newton College merged several years ago, volunteers helped smooth out alumni-alumnae relations.

Many Newton alumnae were disheartened and disappointed by the decision to merge. It took a good deal of delicate diplomacy to placate them.

The cooperative and conciliatory spirit of the volunteers helped set the pace for a smooth and welcome merger.

In the same vein, Swarthmore College used alumni to resolve a troublesome academic question. If the institution had handled the issue without alumni consultation, there might have been some angry voices.

The issue: How to deal with the college's course/honors system. Although instrumental in elevating the college to academic prominence, the system badly needed revision. A group of alumni volunteers studied the problem in depth and, by means of a questionnaire, gathered alumni opinion concerning the course/honors system. Basing their arguments on the findings from the questionnaire, committee members submitted a report with recommendations to the faculty group responsible for revising the program.

Swarthmore's volunteers helped in another way. By soliciting alumni views they helped strengthen alumni ties with the college.

Senior partners

How to set up a senior alumni program

BY WILLIAM GLEBERZON

In 1975, alumnus Wilson Abernethy walked into our Department of Alumni Affairs with a proposal: Why not sponsor a special workshop for retired alumni? Its theme would be: "After Retirement: Opportunities for Continued Participation and Leadership."

Abernethy expressed his firm belief that retirement from work does not mean retirement from life. He noted that senior alumni — those over 65 years of age — have a great deal to offer society in general and the University of Toronto in particular.

We liked the idea for several reasons, not the least of which was the man behind it. At 78 years of age, Abernethy was still a dignified and energetic figure. For the past 50 years, he had been instrumental in maintaining his monthly class meetings. Moreover, his ideas were usually sound and timely, and his enthusiasm was infectious.

We were also attracted by the concept of offering this sort of service to our alumni, an increasing percentage of whom are over 65. We were seeking new ways to reach out to them. We wanted to nurture their goodwill by increasing their involvement. We also wanted to cultivate their receptivity to our fund-raising messages. Quite frankly, senior alumni are potentially an important source of support.

So we went ahead with the workshop. Because I had about 10 years experience teaching at the university level, I helped shape the format. The seniors provided the content themselves. For example, four alumni spoke on how they were using their retirement years. Others outlined the benefits of doing volunteer work. (Later, we added roundtables headed up by representatives of volunteer agencies.) About 150 people participated in that first workshop.

The workshop was such a success that we held another one the following year. That one drew 200 participants. Building on these two accomplishments, we moved to establish an association for senior alumni.

If you're thinking of creating a special program for your senior alumni constituency, it's a good idea to lay the groundwork first. For the University of Toronto, the workshops provided that groundwork. They attracted a core group that we could encourage to become more involved.

The next step was to form an executive committee. We drew its membership from Abernethy's extensive network of friends, the most interested of those who had attended workshops, and alumni who responded to announcements in UT's alumni magazine.

What has evolved is not a pallid extension of the Department of Alumni Affairs. It is a vibrant group of senior graduates who want to continue their leadership and involvement. We give them moral and secretarial support, advice and guidance, meeting space and coffee. We don't try to control the organization. Instead we work in partnership with it.

Getting organized

As your senior alumni association begins to take shape, be sure to give volunteers the leeway to govern themselves. Your objective is to make the association self-sustaining. Senior alumni have more time to devote to the details of administering their programs than you do. Many volunteers also have the management expertise needed to keep the organization running smoothly.

At the University of Toronto, an executive committee of 15 members governs the association. This committee elects co-presidents, co-secretaries, and a treasurer. The others represent each of the association's activity groups. I am a voting ex-officio member.

The committee meets once a month to discuss the business of the association, make decisions regarding its programs, and receive reports from its activity committees. In addition, once a year the association mounts a "Recognition Day" to reward members for their work.

Finances and fund raising

When it formed, the association voted to have self-sustaining programs. These operate on the surplus income from the association's continuing education programs. The committee sets the fees. The Senior Alumni Association pays the Department of Alumni Affairs for printing jobs, such as brochures or flyers, advertising programs, and any lengthy reports.

Because the university already has a development program aimed at the entire alumni body, the association does not get into fund raising. Instead, the Senior Alumni Association emphasizes consciousness-raising. It encourages individuals to contribute through their academically based associations. (All UT alumni belong to one of 29 academic division-related alumni associations.

Each association actively raises money for its division and for the university in general.)

Despite its decision not to raise money, the association did establish a memorial fund to Wilson Abernethy, who died in August 1981. The fund will award a prize in the university's new Diploma Course in Gerontology, support the purchase of literature on gerontology, and furnish a reading room.

Boosting the university

The heart of any special constituency association is its programs and activities. We've organized ours into three categories: advisory, service, and education. The first two categories aid the university. Educational activities benefit alumni.

1. *Advisory.* Senior alumni sit on the Advisory Committee to the university's Program in Gerontology and work closely with its director. They audit courses and participate as resource persons for the new Diploma Course.

They also help me design our Alumni College programs.

2. *Service.* The senior alumni service operation goes by the name of Alumni Talent Unlimited (ATU). This bank of senior volunteers brings the valuable resources of experience and ability to the service of the university.

Initially, members of the ATU had trouble becoming accepted by the university administration which perceived them as meddlesome outsiders. But their persistence and positive accomplishments eroded the barriers. After a time, they proved themselves.

Indeed, our major "selling job" was to senior university administrators. One lesson we learned from this experience is to get the president's endorsement at the outset. Once he became convinced of our value and circulated his endorsement, people from all over the university began asking for our help.

Organizationally, the ATU has developed three basic principles: (1) There are co-chairpersons for every office of the overseeing committee. (2) Volunteers have back-up people so that, if they can no longer attend, there is someone to take their place. (3) The leadership maintains communication with the volunteers.

As of the spring of 1982, over 250 senior alumni have participated in the various ATU projects. In a large university, the areas that can use help from volunteers are limitless. However the ATU is scrupulous in getting assurances that they are not replacing paid staff in any way. Some of the projects we've gotten involved with include:

- *Teaching.* Alumni teach English as a Second Language to foreign students.
- *Career planning.* Alumni assist at Career Talks for students for the University Career Counselling and Placement Centre. They also have submitted recommendations for improving the centre and have helped design a speaker's guide.
- *Guiding.* ATU provides guides for the university's Campus Tours program. Senior alumni also act as guides for the university's main library.
- *Alumni record keeping.* The ATU assists the Department of Alumni Affairs in upgrading the data on alumni records. The work of over 60 volunteers has saved the university approximately $60,000.
- *Library and research assistance.* Senior alumni serve as part-time librarians to several colleges of the university. The ATU assists the University Archives in indexing material, particularly issues of the university student newspaper. It provides editorial assistance in producing the library's brochures. It also supplies a research reading service for the Unit of Environmental and Occupational Health in the Faculty of Medicine, and for other divisions of the university.
- *Faculty assistance.* Alumni help the Faculty of Forestry with some projects, including proofreading a history of the faculty.
- *Clerical.* The ATU gives short-term assistance to various other departments, colleges, and divisions (academic and nonacademic) of the university. Alumni assist in periodic mailings, provide editorial assistance to the director of student services at the Faculty of Arts & Science, and help to set up promotional displays.
- *Public relations.* Senior alumni introduce new graduates to the alumni association at convocation.

The ATU has an impact beyond the University of Toronto. Two other universities in Ontario are using it as a model for their own senior alumni programs. It is the basis for a proposed province-wide talent bank sponsored by Ontario. Representatives of the ATU also speak on their activities at various conferences at other universities in Southern Ontario.

Bolstering alumni

Like the original workshops, the continuing education program is the Senior Alumni Association's special drawing card. It features a day-time lecture-discussion series that acquaints senior alumni with current university faculty. To pick the subject matter for the series, a committee canvasses senior alumni classes to learn their interests.

The education program also offers courses that meet the specific needs of senior alumni. These courses cover two areas: Preparation for Retirement and Fun and Fitness.

I work with individual committees of senior alumni to design the courses. Registration fees cover the cost of advertising, honoraria, refreshments, and so on. The lecture-discussion series has even produced a surplus.

As of spring 1982, we've held 13 separate lecture-discussion series classes featuring 89 different faculty members. Each class had 110 registrants, the maximum number the room holds. Eighty people register for the Preparation for Retirement course each year and 50 for the Fun-and-Fitness program.

The Senior Alumni Association succeeds because of its volunteers. Senior leadership is essential. If you provide the guidance to this vital group of alumni, you'll create an association that improves with age. case

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We need fewer volunteers!

BY ARTHUR C. FRANTZREB
Consultant in Philanthrophy

Stephen Chovanec

Frantzreb

Those Monday morning quarterbacks may be trying to tell you something about how they are treated.

"If I were running that program, I'd. . . ."

"If what they say were true about all the good they're doing and what they need to do it, then I'd. . . ."

"If they just had half the people there and did a better job, they would. . . ."

These statements are not just Monday morning quarterbacking. They express the frustration and disappointment of well-intentioned volunteers willing to give time for productive results—for themselves and for the program they serve. Yet, far too often I have seen the best intentions of volunteers go unfulfilled due to insensitive and incomplete staff work before volunteers were enlisted.

As I see it, desired results come through thoughtful, complete preparation *before* you enlist volunteers. Whether the volunteers are for governing boards, alumni, public relations, or fund-raising purposes, you can increase their productivity by advance preparation to train, use, and supervise them.

I don't believe you can expect volunteers to be productive and succeed in your behalf based on their loyalty, past experience, or professional acumen alone. Think about it. Would a sales manager in private industry last 24 hours without detailed, exacting preparation for the recruitment, training, indoctrination, supervision, and closest possible communications with his or her sales staff? Not likely. I think volunteer productivity, too, falls short if you adopt a cavalier attitude toward preparing and supervising volunteers.

The leaders you enlist are especially important. And as you know, volunteer leadership, like water, flows downward. Yet I've found one of the greatest mistakes managers make is to select the wrong leaders.

Alumni, fund-raising, and community relations groups get their energy and motivation from those who hold the institution in trust. And governing board members should have the highest level of commitment. But I've found these boards sometimes contain second-class members, non-members, and seat-warming members who reflect differing degrees of disinterest, inattention, and/or inefficiency.

As board management goes, so goes board commitment. In other words, if a board isn't managed well, its members won't have a high degree of commitment and, as a result, all levels of volunteer activity will suffer.

What can you do? If you really need and want volunteers to help you and if you expect volunteers to function constructively, here are some tips:

1. Determine and set forth just exactly what functions the institution really needs, what role each volunteer is expected to fulfill, and what results are minimal, probable, and maximum.

2. Schedule carefully planned orientation, indoctrination, training, and updating procedures.

3. Determine the fewest number of people needed to get the job done.

4. Indicate at the outset measures by which the volunteer will be evaluated.

5. Schedule staff time for personal follow-up. Use as little paperwork as possible.

6. Be prepared at all times to stimulate and to motivate each person to respond productively.

7. Be prepared to reward those who actually do respond constructively and don't reward those who do not measure up to the initial evaluation criteria.

Volunteers, I believe, respond to artful, sincere management. They will work for managers they respect. Sloppy, ineffective staff work frustrates the good intentions of the best volunteers. Bad staff work also, I think, reflects poorly upon the responsible manager, the program or function, and the institution.

My advice boils down to this—more preparation, fewer volunteers, greater progress.

Leadership:

Working with volunteers at the top

Using trustee talents in fund raising

BY GARY A. EVANS
Vice President for Resource Development
Rensselaer Polytechnic Institute

A trustee should be characterized by three W's: work, wealth, and wisdom. We have all heard that classic description of the ideal trustee attributed to Barnaby Keeney when he was president of Brown University. We have also heard trustees described with three G's: "Trustees are persons who should give it, get it, or get out of the way."

I agree. The next time I'm invited to help found a new college or university, I'll be certain that the W's and G's describe all the trustees we pick. The young trustees will be from wealthy families; the trustees who are educators or clerics will be well-connected to wealthy benefactors; and the rest of the trustees will be people of means who are generous of spirit and wise in counsel.

If you are not invited to create a new board, you might dream of the day when half of your present trustees resign (in good spirit, of course) to allow you to shape the board according to your specifications. You could then fill the vacancies with people of your choosing, confident that each will conform to your image of the ideal trustee. It's a nice dream.

Most of us, however, must learn to live with the trustees we have. Some, but not all, will work; a few will be wise; fewer will have wealth. If you are lucky, a small nucleus will offer the happy combination of all three. Your job as a development officer is to make the best use of as many trustees as possible and even to train the willing, when necessary.

Identifying human resources

How can you determine which trustees are best able to help you raise money for your college? First, you should consider the qualifications of your board chair. You are fortunate if the chair is respected by his or her colleagues, capable of asking for big gifts, and willing to make your institution an important priority for his or her time. Such a chair sets a good example for other trustees and is an ideal person to ask others to "give and get" on behalf of the college. If your chair is not of this variety, look on the board for a trustee who is. Then get the chair's agreement to invite that person to take the lead in involving trustees in the development effort.

I think it's best when the leader of the development effort is a busy corporate or professional person. Other trustees are more likely to give their time and to meet their responsibilities when they have been asked to do so by someone who is as busy as they are. Pride is a good motivator, and few self-respecting trustees will admit they can't manage their time as effectively as one of their peers does.

Once you identify the key trustee who should seek the help of others, you must identify those who have the best potential as fund raisers for your college. There are several places to look:

1. *The best givers.* We all know generous people who are complete failures as fund raisers. But, there's a good chance that someone who is generous will also be willing and able to challenge others to be generous. Study the best board contributors for potential fund raisers.

2. *Corporate heads.* Corporate leaders may serve on your board for a variety of reasons—because they are graduates of the college, because their corporations are neighbors of your institution, or because it's a way to gain public recognition. Whatever the reason, corporate leaders usually have corporate clout. They are usually people of action. They may have their own boards of directors, and they know that directors have responsibilities. When asked by the right person on the board, corporate leaders usually will feel compelled to help.

3. *Salespersons.* Your board may include people who have careers in sales. Look for an entrepreneur who has sold his or her company to a pool of financiers; an insurance salesperson who has built a large agency; or a corporate vice president who has risen through sales and marketing. People who have succeeded by selling themselves and their ideas are usually good fund raisers. They like a challenge, rise to the occasion, and get results.

4. *The deeply dedicated.* It is generally true that your big givers should solicit your big gifts. People of wealth respond to others of wealth, and potential donors are flattered when approached by their peers (or their betters!). Nonetheless, we all know of people—trustees and others—so dedicated to a college that they are both willing and able to ask anyone for anything. Many church-related institutions have a high percentage of clerics on the board. They are rarely persons of wealth or corporate clout. But

among them may be someone of zeal and conviction who could persuade a wealthy donor that your institution needs and deserves generous support.

Putting trustees to work

Once you've identified the trustee best able through influence and example to ask others to work and once you've identified trustees who can help the development effort, what should you have them do?

I believe the first thing trustees should do is solicit the support of one another. At too many institutions you ll hear people say, "Trustees know their responsibilities. They would not be on the board if they didn't. All they need is a letter from the chairperson asking for their support." This statement obstructs serious solicitation, and often the person who utters it is seeking to hide behind that screen. If you do not yet have your trustees personally solicit one another for gifts to the annual fund, start there. The exercise will have several benefits. It will probably increase the level of trustee giving. And it will give you a track record showing which solicitors are most effective. The same is true for personal solicitation of trustees to begin a capital campaign.

After a small core of trustees has solicited other trustees, put them to work outside the board and try to arrange for some early success. Look over your donor list and pick out some consistent givers. Send your newly recruited trustee volunteers to see them. There is nothing that buoys the enthusiasm of a new volunteer better than achieving early success.

On one occasion I asked a prospective donor to hold his gift until visited by a new volunteer so the volunteer would enjoy the satisfaction of gaining a commitment to the college. The donor was happy to oblige, and the volunteer eventually became an effective fund raiser for us.

I'm not suggesting that you give trustees only the easy solicitations. I'm suggesting that you encourage new fund raisers early so they'll be prepared for the tougher work ahead

I think for the most part you should give trustees work that is "above the norm." If your institution has a very modest fund-raising program with few good volunteers, ask your trustees to become involved in annual giving by serving as phonathon leaders, chairpersons for area campaigns, and leadership solicitors. But don't ask the trustees to solicit the average gifts. That would be an improper use of a scarce human resource.

If you put trustees to work in annual giving, assign them prospects whose giving potential is above average. Then the prestige, influence, and importance of the trustee can be used to obtain a gift greater than might be obtained by another volunteer.

Don't waste your trustees in areas that can be adequately covered by other volunteers. Use your trustees for special assignments, where their roles as institutional leaders can be most helpful. It is far better to have your trustees rise to a big solicitation than to lower their sights and their results by having them work on smaller gifts.

Another important concept is team solicitation, with prospects and solicitors properly matched. This applies to solicitations aimed at individuals as well as at the corporate sector. To the degree possible, have your trustees solicit in teams for important money.

Teams may consist of two trustees, a trustee and a nontrustee volunteer, or a trustee and a member of the staff. Solicitors working as a team support one another. An appointment to see a prospect is more likely to be made when two persons agree to do it together. When the actual solicitation occurs, the presence of a team is more impressive to the prospect. During conversations with the prospect, one volunteer can listen and observe while the other is talking. Consequently, the volunteers can observe subtle but important signals by the potential donor – responses spoken or unspoken.

An appeal made by a team is usually more powerful than one made by an individual alone. A very important fact is that, with a team, "the ask" is more likely to occur. Often an individual solicitor grows timid during the conversation, loses direction and initiative, and decides that, "It just didn't seem to be the right time to ask." When a team solicits, the volunteers can agree in advance who will have the responsibility for requesting a gift.

Naturally, it's important for you to select your teams carefully so the trustees make a good combination. Two heavy-hitting or two timid folks make questionable casting. However, a mixture may be very effective. Usually alumni are best at soliciting fellow alumni. However, a potential donor who is an alumnus may be very impressed if visited by a team including a nonalumnus who has given generously, too.

Saying thank you

In spite of undergraduate opinion to the contrary, trustees are people. Like all of us, they enjoy being thanked when they succeed, and they welcome a pat on the back even when they have tried and failed. A word of thanks from you, a phone call from the president, a note from the board chair – all can mean a lot to a trustee who has worked for you. And don't forget: The volunteer – even the trustee – who is appreciated will usually come back to work again. **case**

Fund-raising clout

How you can help strengthen your institution's board with trustees who can give—and get

BY ROBERT L. GALE
President
Association of Governing Boards of Universities and Colleges

Atherton Bean, winner of the Association of Governing Board's first Distinguished Service Award in Trusteeship and one of the wisest men I know, has pointed out on numerous occasions that the widespread notion of trustees as people who either give or raise money is not only wrong but harmful. As Bean says, no person of stature (except for the professional) wants to be known simply as a money raiser and no college wants to be known as a place where you can buy a seat on the board.

Nevertheless, Bean also says that "on large boards you can afford a few decorative trustees, but not many." You can also afford a certain number of trustees who only contribute in other ways—experience, judgment, special expertise. But every private institution's board needs a significant proportion of members whose contributions will also include material help to the institution, and the top public universities are tending to feel the same way.

How much should they give?

Trustees should "contribute or provide no less than 20 percent, and often as much as 40 percent, of a private college or university's total gift support." So says Chapman College President G. T. Smith, an authority on fund raising and a former vice president for development.

Clearly one of the development staff's greatest responsibilities—and opportunities—is to help the president and the nominating committee of the board build the board's fund-raising potential.

But how do you do it? Here are a few suggestions, based on my own experience as a chief development officer and, now, as head of AGB.

To begin with, it is important to know how trustees are selected for your board and then figure out how best you can tap into the system—obviously with the approval of your president. Most boards in the independent sector—and most public foundation boards—are self-perpetuating. There is generally a nominating committee that recommends candidates to the full board.

I have yet to meet a nominating committee chair who did not welcome with open arms any appropriate suggestions, especially if they were from people who have interest in the institution and access to money. Thus you need to define "appropriate" carefully as well as to establish a relationship with the nominating committee.

Develop a board profile

Where to start? First, study your current board. Developing a board profile can help you, your president, and your nominating committee chair assess the board's current strength in fund raising and other areas. (Such a profile might resemble the one I developed for AGB Pocket Publications, "Building a More Effective Board," shown on page 20).

The profile should reveal the financial potential of each board member. Help gather data that will indicate:

- *Giving ability.* Whether or not the trustee has given generously, what is his or her *capacity* to give?
- *Connections with potential sources of support.* To what boards, corporate and otherwise, does the trustee belong? Are there connections to foundations? What are his or her business and social associations? Does the trustee have the stature to ask others for major gifts?
- *Geographical considerations.* What is the current geographical distribution of your trustees? Are there areas—such as New York, Dallas, Chicago—where a well-placed trustee could help your institution realize its fund-raising potential?
- *Interest group representation.* Depending on your type of institution, you may need trustees who come from specific professions or who represent certain religious or other groups. Carefully chosen representatives can maximize the financial contributions from these sources.

Obviously you, as a development officer, are primarily interested in the fund-raising "clout" of your board. But you should be aware that there are other needs if the board profile of your institution is to be complete. Included should be diversity in such personal characteristics as age, sex, race, and geographic background, and inclusion of talents and expertise in such areas as education, finance, public relations and marketing, construction, law, and so on.

Dealing with deadwood

If your institution's board has not approached past recruitment efforts systematically, there may be quite an accumulation of deadwood. Try to get the board's chair and the nominating committee to face this problem squarely.

A limitation on trustee terms written into the board's bylaws can be very helpful. The provisions should be elastic enough to permit retention of needed members while excusing those who aren't performing well.

Some bylaws stipulate no more than two consecutive terms of three or four years each, with the proviso that trustees may be re-elected after a year off the board. This allows the board gracefully to retire a group of trustees, then reappoint only those who are productive.

In the absence of such a bylaw, someone, usually the board chair, must take on the responsibility of the friendly, frank "I've got to talk to you" conversation. Its aim should be to induce a painless resignation.

Sometimes such frankness has the surprising result of galvanizing an ineffective board member into action. More typically, it clears the air—and clears the board for a more effective member.

Identifying top candidates

When board vacancies occur—whether from eliminating deadwood or natural attrition—the nominating committee needs to be in a position to appoint strong people who will aid the fund-raising effort as well as fill gaps in other needed skill areas. This spotlights the vital role of this committee. It becomes pivotal in identifying all potential trustees, including those with fund-raising abilities.

Encourage the president and the board chair to choose one of the most respected, dedicated, and thoughtful board members to head the nominating committee. Other members should be those who have been active trustees and who have access to good prospects.

The nominating committee should meet regularly. It should have a clear set of written procedures that establish the process by which nominees are solicited, a method of checking qualifications, and a way to present nominees to the board. The board profile should always act as the committee's road map, identifying gaps in board membership.

No matter how strong the nominating committee, you and the president should be constantly on the alert for people who would make good trustees. Unfortunately, few nominating committees I know of do a truly outstanding job of identifying top candidates for the most important gap in the board profile – those who can contribute substantial sums of money themselves and who have access to many other sources of potential donors. It is here that you can be of tremendous help – to the board and to your fund-raising efforts.

You, of all people, should be the most sensitive to the areas of development that need help. For example, there might be a general lack on the board of people of great means and influence, or a weakness in an important geographic area, or problems with potential leadership for an upcoming campaign.

Having catalogued *your* needs, which really translate into your institution's needs, begin in every way possible to identify people who can fulfill these needs. Talk with your president, key board members, colleagues from nearby institutions – anyone who can help. Collect resumes with appropriate supporting comments, and pass them along, quite possibly through the president, to the chair of the nominating committee. Along with the suggested nominees should go a carefully reasoned statement of the particular needs in the fund-raising area.

Board Profile for Mythical National College
Winnetka, Illinois

Categories	Present Membership 1980	Possible Vacancies By Year 1981	1982	1983
Age				
70 and over				
60-69				
50-59				
40-49				
30-39				
Under 30				
Sex				
Female				
Male				
Race				
White				
Black				
Hispanic				
Asian or Pacific Island				
Native American or Alaskan Native				
Area of Expertise				
Administration				
Agriculture				
Business				
Education				
Finance				
Fund Raising				
Government				
Health/Medicine				
Law				
Marketing				
Physical Plant				
Public Policy				
Public Relations				
Religion				
Other				
Geographical Distribution				
Winnetka		Public Colleges		
Chicago Area		Rural		
Milwaukee		Suburban		
New York		Out-of-state		
Midwest				
East				
West				
South				
College Relationship				
Alumni				
Parents				
Other				
Financial Position				
Independent				
Salaried				
Other				
Length of Service				
Over 10 years				
5-10 years				
2-5 years				
one year or less				

What kind of people are you looking for? You know as well as I. It is not the need that is difficult to identify, it is the people who can help fulfill those needs.

Some institutions place too much reliance on alumni. Alumni can often fill most of the needs of the board, but many colleges find themselves short of those who can give and get. Therefore, encourage the nominating committee to go after persons who have the backgrounds needed even if there is no special reason to think they are interested in joining the board. (By the same token, be wary of recruiting someone who simply wants to add the distinction of trusteeship to his or her *vita.*)

Reference checks

Volunteer references should be checked just as carefully as they would be if a major executive were being hired for the college. Keep your eye on the objective: trustees who have the ability to give and the clout to influence others.

The candidate's *vita* may be studded with memberships and affiliations, but a check may reveal that he or she has a mediocre record of contribution, material or other. The overcommitted person is not your best bet. A better one is the person on the way up the career ladder who has not yet been recruited by too many others.

Cultivating the nominees

When the nominating committee goes over the list of possible new trustees, they should evaluate each in terms of his or her readiness for membership. Are they well enough acquainted with the institution to be invited immediately? Or do they need additional cultivation?

If the latter is the case, you might offer to help in the cultivation effort. In some cases, you might suggest assigning an active board member, perhaps an acquaintance of the prospect, to familiarize him or her with the institution. Even board members who are not good fund raisers themselves are nearly always happy to do this job.

There are many ways to cultivate, but one of the most successful methods is to invite the prospect to campus events, lunch with the president, and other VIP gatherings. The red carpet treatment can work wonders.

Before extending the formal invitation, those cultivating the prospect should be absolutely sure that he or she understands the board's fund-raising responsibilities.

Now to the invitation itself: It should not be too casual. A phone call or letter can alienate a good prospect because it implies that board membership is not truly important. Instead, the president and nominating committee chair – or some other prestigious team – should invite the prospect in person. Such a formal invitation conveys the importance of trusteeship.

The team should outline the board's duties honestly and in detail. Top volunteers don't respond well to invitations that start, "Now this won't take much of your time." They know better. Serving as an active trustee does take time – and effort and money and commitment. That should be made clear at the start.

Encourage your trustees

BY ROBERT L. STUHR
Partner
Gonser Gerber Tinker Stuhr

Trustees who are effective in obtaining understanding and financial support for an institution are rarely born that way. It's a result of training, guidance, instruction, and encouragement by the president and the development staff.

This training and instruction can't begin too early. The groundwork should be laid at the time trustees are selected and invited to serve on the board.

Being a trustee is an honor, but it should not be thought of as "honorary." Trustees should be elected because of their potential to help build a greater institution. Of course, you want something from them. You want nothing less than work, wealth, and wisdom – the three "W's" set forth as criteria for trustees by Brown University's past President Henry Wriston. He hoped his trustees would have all three, but he insisted that they have at least two of these criteria.

How should your trustees participate in the development program? They should take part by: (1) giving according to their ability, (2) attracting other volunteer workers, (3) opening doors to prospective donors, and (4) calling on a few donors (carefully selected by the development staff).

Some people whom we want on our boards serve notice that they are "no good at fund raising" and specify that they are not to be asked to work in development. While some trustees will be more active and effective in development than others, all trustees should know before they join the board that they will be asked to assist in the development effort – in their own way and in their own circle. Development is part of the job of *every* trustee. Therefore, involving trustees in development begins with the invitation to the person to serve on the board.

The next step is an orientation session. This should be held each year for newly elected trustees. The session should focus on the institution's aims, goals, organization, and programs, as well as on development.

The development area should cover the annual fund and its importance, the capital program and the need for increased endowment and plant, and the effort to raise funds through estate planning and deferred giving. Someone should discuss the goals of the development program, the plan to reach the goals, and the organization of staff and volunteers to implement the plan. I find that even those trustees who shy away from fund raising are interested in the development program.

Orientation programs for new trustees are so successful that it's hard to see why more colleges don't schedule them and why more colleges don't hold annual refresher courses for older trustees.

The next step to involve trustees is to assign them duties. A development committee, which reviews and recommends policy in development, and a development council, which implements policy, both offer opportunities for specific assignments. While not every trustee can or should serve on the development council, *every* trustee should be given at least two or three assignments, such as opening the door to a specific foundation, bringing a corporate officer to the campus, or cultivating and soliciting a prospect the trustee knows well.

Even the ideal trustee does not get up in the morning to ask himself or herself, "What can I do for my college today?" You should offer trustees carefully thought out suggestions; remind, remind, remind; and sometimes even prod them.

Here is where the development staff can help. Each trustee should have a volunteer to whom he or she reports, as well as a development staff member who provides liaison and service. This chain of command, both vertical and horizontal, is needed to provide accountability, motivation, and the help and guidance needed for success. The top administrator in the chain is the president and the top volunteer is the board chairman. This puts development in its proper place – not just as the baby of the development office.

Who should involve trustees?

1. the president, who is the chief executive officer and is responsible for the success of the development effort;

2. the development staff, which should use the trustees' talents effectively and provide proper assistance and recognition;

3. the board chairperson, who must constantly stress the importance of trustees' efforts in development and create a climate in which active involvement is expected.

Trustees and development directors agree that volunteers usually are not given enough information about the cause to which they are asked to give, are not informed about the project they supported, and are not thanked in a satisfying way. You cannot take trustees for granted. They, as volunteers, must be cultivated, courted, asked to serve, thanked, and given appropriate recognition, always publicly unless the trustee directs otherwise.

Generally, here are guidelines that will help you involve trustees in your development program:

- Stress trustee responsibility in development at the time the trustee is invited to join the board.

- Orient the new trustee in development and conduct refresher sessions for experienced trustees.

- Assign specific duties to each board member.

- Have the president and board chairperson personally encourage the trustees.

- Have development staff members encourage trustees by getting to know their friends, connections, and interests; assigning prospects to them carefully; supporting their efforts; and thanking and recognizing them.

Working with alumni boards

BY DOUGLAS M. WILSON
Director, Alumni Affairs
Miami University

Although alumni programs differ throughout the country, the problems and opportunities of managing alumni boards are amazingly similar. These ideas may help you recruit and organize valuable volunteers who will serve enthusiastically on what should be the most important body within your alumni association, the board of directors.

Why have an alumni board?

First, some not-so-good reasons:

- *There has always been one.* In this case, tradition is meaningless. A poorly organized, inadequately motivated alumni board that exists only because it is "customary" will be a liability. Even where the board has been active, there must be better reasons for its continued existence than mere precedent.
- *The constitution says we must have one.* Merely meeting the requirements of the alumni constitution will not produce a smoothly functioning, action-oriented board.
- *It looks good.* Here's another example of window-dressing. Having an alumni board for cosmetic reasons wastes time, talent, and fools no one.
- *What else are you going to do with a bunch of nosey alumni?* With an attitude like that, you might as well forget the future of your alumni program.

Now for some good reasons for having an alumni board:

- *A board can epitomize what your program is all about: people helping people and helping their alma mater in the process.* The quality of your alumni program can be judged by the kind of alumni who serve on your board.
- *Board members serve as sounding boards and opinion-makers.* They can be extra eyes, ears, hands, and lips for you, the alumni administrator. If you had to hire employees to accomplish what dedicated board members do as volunteers, costs would be high indeed.
- *A responsive alumni board becomes the vehicle of expression for all alumni.* Over the years a percolator system develops that encourages alumni to share their views and needs with board members. This sense of participation by many alumni adds an essential dimension to a successful program.
- *During and after their service, alumni board members become the core of informed and understanding alumni who are in excellent positions to continue the success of the program.* If your association's future plans are to meet with success, they will depend upon the support of these people. And if your program comes under attack, these dedicated and proven workers will form the core of its defenders.

Choosing board members

It is important to select carefully the alumni who will serve on your board. Let me emphasize this: The board is *not* the place to find out if alumni are interested in their alma mater.

How democratic should the election process be? There is no set answer to this question, but remember that selecting board members was not outlined by the Founding Fathers. Too much democracy can cause serious problems. For instance, if 14 alumni run for seven positions on the alumni board, there will be as many losers as there are winners. Losers in this kind of an election process have a way of feeling rejected. It is not long before their energies and interests drift to other organizations. What alumni association can continue to turn off 50 percent of its most interested and loyal volunteers?

The trend is away from nationwide elections for alumni boards with two or more candidates running for each position. Rather, an increasing number of alumni associations encourage *nominations* from all alumni. A committee, appointed by the president of the alumni association and consisting of nonboard members, meets with the alumni administrator and reviews the nominees' qualifications. They select a slate of one person for each position. This is then put before all the active alumni for their ratification. At this point, the alumni also have the opportunity to nominate additional people for future consideration.

Finally, how vital is it to have balance on an alumni board? It is important, but not at any price. Depending upon the nature of the institution, there should be a reasonable balance between young and old alumni, men and women, alumni living near campus and far away, and other groups, including academic divisions and fraternity and sorority affiliations. But emphasize finding the best people and then worry about achieving proper balance. It doesn't make good sense to turn down an extremely enthusiastic and capable young alumnus who lives 100 miles away in order to take someone of less quality who happens to be older and lives farther away.

Who should serve?

You and your alumni program are judged by the quality of the alumni board. If your program is to be taken seriously, then your top-level volunteers must take their work seriously. Anything less results in diminishing returns.

There are many factors for evaluating the quality of a prospective board member. Personal ethics, occupation (and the degree of success in it), and standing in the community are important criteria. But you and the committees are evaluating the nominee for service on the governing board of the alumni association. Therefore, you must consider his or her background in relation to the association.

Proven workers make the best board members. Their efforts as club and class officers, fund drive participants, and leaders of other alumni-oriented activities have brought them close to your program. For them, it is an honor to be asked to serve on the alumni board, an honor for which they have worked, which they deserve, and which they will accept with dedication.

You'll complicate matters when you accept disinterested alumni as board members. Most notable are the negative reactions of the dedicated, hard-working alumni who have been passed over for the honor. Their only conclusion can be that support of the alumni program has no bearing on board membership. This situation produces dry rot in the volunteer ranks.

Organizing an alumni board

Understanding the reasons for having an alumni board and placing on it the best possible people are only two major steps for an alumni administrator. The third challenge is to organize the board properly for maximum results. Here are three steps to follow:

1. *Find out what needs to be done and how the board can help.* The summer months, even some days during a restful vacation, provide the best time for you to evaluate where the alumni program is and where it is going. This is the time to set goals and prepare for new programs. The concept of "management by objectives" can play an important role in this process.

One note of caution: You'll be tempted to be unrealistic in making plans. This is especially true if your alumni board is always eager to plow new fields rather than painstakingly cultivate those plowed in years past. Board members have a natural tendency to want to make new contributions to the program. While this positive attitude is enviable, you must take care to achieve and maintain a workable balance between the old and the new.

2. *Evaluate each member of the alumni board.* What are their interests, strengths, and weaknesses? How can their personal background and expertise be applied to advancing the program? How willing are they to work?

There are areas in which you will need a high degree of influence. For this work, it is best to assign board members with whom you have excellent rapport and where there is a high degree of mutual respect.

Elsewhere it may be important to have board members as the first line of offense or defense. A new program must be sold to the administration; an old one defended. The result is a smooth but highly active group of people who can take pride in their accomplishments and earn the respect of their fellow alumni, the faculty, and the administration.

3. *Form committees and action groups.* Alumni program activities are generally either on-going or start-up. Standing committees best serve the former; action groups the latter. Areas such as reunions, clubs, athletics, scholarships, administration, and finances are examples of on-going programs.

Other areas of concern tend to come and go. A crisis develops. A proposed new program requires some research. The board needs to make known its views about decisions affecting relationships between the institution and its alumni.

In these cases, you may want to form action groups. Action groups are less permanent than standing committees. They meet a specific, short-term need, and are dissolved. There is nothing more useless than a committee working on a challenge already met. The trick is knowing which programs and issues deserve which treatment.

CASE *Creative Communications Art*

After they've gone

Upon completion of their term, your board members should be among the best informed and most enthusiastic alumni. They are now too valuable to dismiss with a thank you and a handshake. As emeriti of the board, these alumni should get special treatment.

You might:

1. Send them the same special publications or informative pieces that they received as board members;
2. When possible, capitalize on their expertise and knowledge by assigning them to special committees and encouraging their involvement in campus advisory boards;
3. Continue to seek their advice on new programs and special projects;
4. Occasionally bring them back as a group for a special briefing followed by a reception in their honor;
5. Try always to recognize them and their services at alumni-oriented functions such as club gatherings, annual meetings, and banquets.

Who's in charge?

How about the relationship of the alumni administrator to the board? The question always arises, "Who's in charge here?"

All things considered, I think you as the alumni administrator must be. You are the paid professional who daily works with the problems and challenges of the program. You must set the standards and goals; you must accept the ultimate responsibility for the success or failure of the program. I feel that you'll live to regret it if you turn to the board and in effect say, "You folks let me know what you want–I'll do anything you say."

You must provide the purpose and the continuity of programs. Volunteers come and go. Too much annual, sudden change leads to instability and major problems. The respect you as an alumni administrator receive from the board has to be earned. With that respect comes the opportunity and responsibility to be a true professional. case

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Enlist the powerful and the wealthy in your efforts

What do you do if you arrive at an institution and find that the board is not committed to development?

First and most important, arrange to have the wealthiest and most important members named to the development committee. In many cases, you'll find that they are not now serving. Instead, on the committee are people like the former alumni association president who can give only $100 per year.

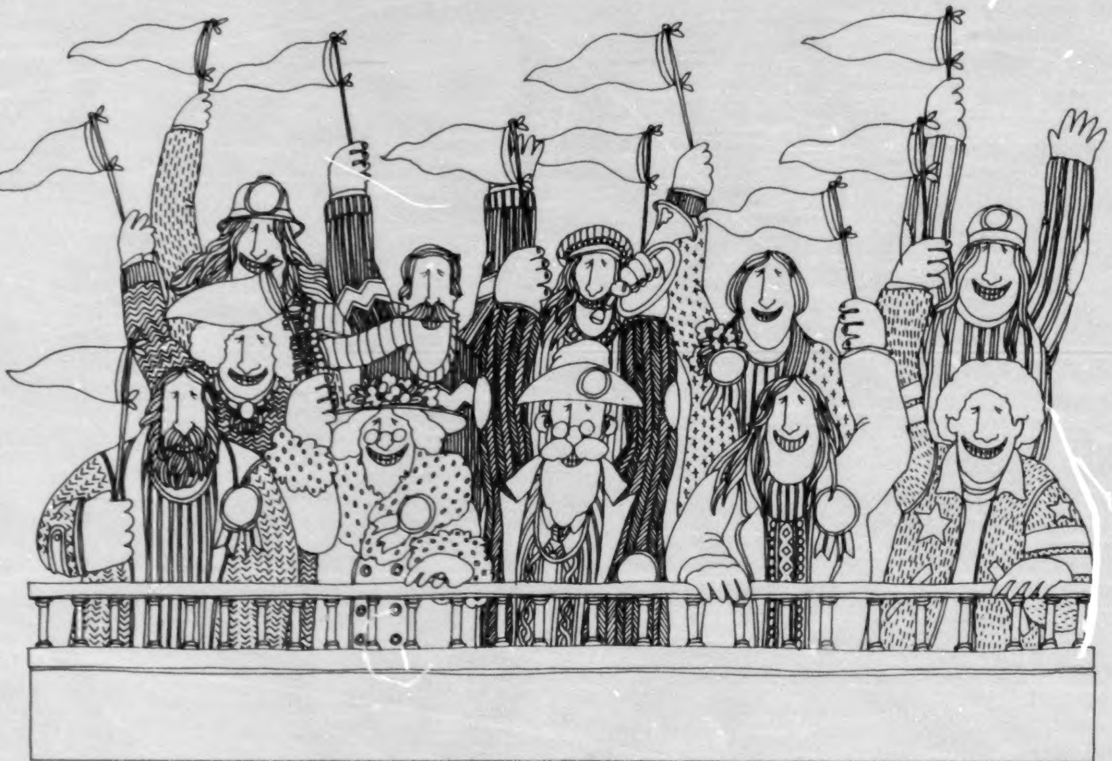
Include both the most powerful *and* the wealthiest. Some wealthy members may be quiet and unassuming. Even though they may make no calls on your behalf, these members will catch the excitement generated by others and will significantly increase their giving.

Adding the most powerful board members raises the importance of development in the minds of all trustees. In addition, these powerful people increase the visibility of your development operation. Thus, when the time comes to ask for more staff or budget, you have a receptive audience.

Supply these people with lists of directors of the corporations and foundations you are trying to approach. Start off with no more than 25 such boards. Ask your volunteers to identify people whom they know. Members of the development committee can then assist you and your staff in cultivating them.

Once upon a time, volunteers did almost all of the calling on big gift prospects. Now more and more often the president or chief development officer makes "the pitch." Even so, development committee members can set up meetings with potential donors and accompany you and/or the president. Thus they lend their prestige to your presentation.

As you work with the development committee, don't limit your contacts to formal board meetings. If your president approves, call on these trustees in their homes or offices. Ask them to help in various projects that raise money. The more involved they get, the more they will give and the more committed they will be.–DONALD A. MORRIS, *President,* Olivet College. case



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Perspectives:

What's in it for the volunteers

Volunteers: useful or used?

BY J. W. POCOCK
Director, Association of Governing Boards of Universities and Colleges
Chairman, Board of Trustees, The College of Wooster

My major credential for writing this article is that I am a perennial volunteer. Once this personal tendency becomes widely recognized, it places you in an exposed and somewhat vulnerable position. There are so many people searching for the volunteer and so many causes—ranging from the whimsical to the necessary—that opportunity abounds for either satisfying service or personal imposition.

When I'm asked to volunteer, my central question, is, "Will I be truly useful or will I simply be used?"

Like most experienced volunteers, I want to volunteer for the program of merit, for I know the personal satisfaction and enrichment that comes from participating in a successful program. I know that it means work. I know that it means asking people for money (what volunteer activity doesn't include fund raising as a major or a peripheral task?). I also know that, while the diligent participation of myself and other volunteers is critical, the central factor affecting the outcome is the way in which you staff people organize and manage the program. I know that the program will not go as smoothly as advertised and that schedules will be warped, procedural irritations will arise, and some egos will be bruised. But, as an experienced volunteer, I accept these risks. I know that they will be purged by the happy outcome of the successful program.

But what about new or inexperienced volunteers? We want them to have a rewarding experience not only for the sake of our own program but, more importantly, to implant the sense of personal satisfaction that goes with continued volunteer participation. We want them to become experienced volunteers and productive members of our volunteer corps—ready and waiting for the next job. And with schools, colleges, and universities, there will always be the next job.

I wonder how many of us involved in organizing a volunteer program go about it in a knee-jerk manner. Do we look for the old pros to lead, hope for a few new faces, and forget the fundamentals of volunteer effort? It's well to review the basics, for old pros, too, can be turned off. Why do we need or want volunteers? Why do people volunteer? What can we really expect of volunteers? What makes for a good—or bad—experience for the volunteer?

I think we look for volunteers for these reasons—and you may add others:

- We need a work force. The hands and minds of many are needed to further our alumni and PR programs and to reach all of the potential donor sources. This is a sort of bulk recruitment urge, too often satisfied by simple body counts. It neglects quality, leadership requirements, and selective application of volunteer talents.

- We need people having viable contacts with special fund sources, with important groups of potential donors, and with specific individuals. Note that satisfying this requirement implies sound preliminary research by the staff, both as to potential donor sources and potential volunteers. The staff must make tentative match-ups and recruit purposeful volunteers.

- We need consulting help and advice in specific areas where the staff has insufficient knowledge or experience. This may be most useful in the organization phase of the campaign. To decide when volunteers are needed for consultation calls for some honest evaluation of strengths and weaknesses by the staff.

Illustrations by Stephen Chovanec

- We seek the "seal of approval" that we get by involving volunteers whose accomplishments and status are respected by our potential donors. Here again we must proceed cautiously to identify our "candidate" volunteers, for some have been over-used and some may have been burned in previous involvements. We need more than just masthead names. These volunteers must be available and willing to take part in the program even though such participation may be limited to a few key personal actions.

- We want—and this element is too often forgotten—to attract volunteers who, by participating, will develop a growing interest in our institutions and so become substantial financial supporters in years to come. Many are the tales of the major donor who gained his or her first great stimulus through rewarding participation in a development program. But this doesn't just happen; the care and feeding of such volunteers must be attended to from the very beginning.

If these are our reasons for seeking volunteers, what of the volunteer? Why does he or she volunteer in the first place? If institutional advancement staff members are not constantly aware of these motivations, their response to volunteer expectancies may well be vague and hesitant. This will doom the program to failure.

My own experience suggests that a person joins the volunteer ranks for the following reasons. (Often he or she is influenced by several of them, with one providing the central motivation.)

- He or she has a strong, honest, personal interest in the objectives of the program and in the welfare of the institution. Most people say this is why they volunteer, and, too easily, we accept this at face value. The hard facts are that other, more subtle motivations are present and must be responded to. We must see that the volunteer develops a true, compelling interest early in the program execution because we can't always assume the interest is there at the start.

- He or she has a social conscience—an inner voice urging some personal participation in "good things." To a greater or lesser degree, this seed sprouts in every volunteer's breast. We too seldom realize that this tender plant requires nourishing.

- He or she owes a debt to a friend. This log rolling calls for a "you can help me, I'll help you" exchange. Let's not fool ourselves. This is a powerful, if unvoiced, motivator. And it's a good one and in the cooperative tradition of the American community. Some of our best, most experienced volunteer leaders come about through such exchanges. This doesn't mean that the pressed-into-service volunteer won't get into the full spirit of the program. They can become as excited as the others, and it is our task to see that they do.

- He or she wants the individual recognition that participation may bring – the "name-in-the-paper" syndrome. Again, don't criticize! We all have within us this urge for community recognition even though we may subordinate it due to modesty. When staff and the institution's administration respond to this need for recognition and applause, they greatly enhance volunteer productivity.

I admit to all of these motivations. I must have a genuine inter-

est in the objective, although occasionally I have volunteered, expecting interest to develop later – and it usually has. I'm always aware of the "voice" saying that I should participate in good works. Often I'm discharging a debt I owe (and then the other person owes me one the next time around). And I redouble my efforts every time I see my name in print!

Now, how do we go about putting this all together? As a potential volunteer, I know why you want me; I know my motivations; and I know that the two sets of requirements must be joined to make me a satisfied, rewarded volunteer and you a successful program leader. Let me again stand with the volunteers and recite what I expect from you:

1. I expect the case – the objectives of the program and the underlying needs – to be presented to me in clear, no-nonsense terms. I can abide the traditional niceties of expression that surround and too often obscure the central thrust of the activity, but I must understand the goals, the magnitude, and the pattern of the operation before I make my commitment. I must be certain that the objectives are in line with my interests, that I see the role I can play, and that my participation will be useful.

2. I want a sense that the program is well thought through and well organized by the paid staff and/or the volunteer leadership. I expect the procedures and methods to have been generally established, schedules developed and, above all, a termination point set. I want my volunteer task to have been spelled out in sufficient detail so that I know just what I am getting into. And I want the assurance of some central staff back up – people to turn to for guidance, assistance, and support.

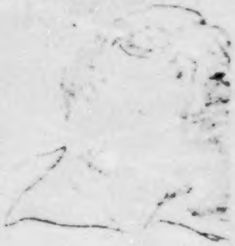
3. I need a few sessions at the beginning and during the campaign with my fellow volunteers. Of course we will discuss procedures, coordinate actions, and present progress reports. But none of these is the main reason for getting together. What I really need is the sense of group endeavor and mutual support of all the volunteers. I don't want to feel lonely.

4. I look for follow-up on my effort. I don't want irregular nagging, but I appreciate persistent, friendly, regular contact that makes me feel wanted and gives me a chance to ask questions. I have to feel a part of the action team, not just a lonely worker in a fragmented effort.

5. When the program reaches a successful conclusion, I want my volunteer contribution to be acknowledged, along with the contributions of all other volunteers. I'd like to have a pat on the back, but, even more, I want to be able to pat the others on the back – a team "we did it" expression. It's the sort of warm, quiet, interpersonal celebration that should always mark the close of a worthwhile effort.

I don't presume that this list comes as news to anyone who has led or participated in volunteer service. It's just that we tend to forget. It's useful to pause every now and then to remember these fundamentals that are at the root of every successful, rewarding, happy volunteer program.

Volunteers – good volunteers – are busy people who will make their time available when they see a worthwhile cause. Experienced volunteers know the rich, internal satisfaction of useful service – to the point where such continued service becomes a requirement for personal fulfillment. First-time volunteers still have before them the wonder of this personal realization. Let's be sure that all volunteers – old and new – garner these rewards. Then we'll be certain that our volunteers are useful – not simply used.



Meet two who feel it's worth their time

Oil executive fuels Princeton's development

BY DONNA SHOEMAKER
Managing Editor

Like a pump clicking away gallons and dollars, Rawleigh Warner, Jr. regulates his and Mobil's time so that not a minute is spilled. As chairman of Mobil's board of directors, his vertical empire extends 25 stories high in a mid-town Manhattan skyscraper; his horizontal empire stretches to the Middle East and beyond. In these acres of pipelines and forests of pumps lies a clearing, a space set aside. There, though he's more than mindful of the business surrounding him, he takes time out to volunteer for Princeton.

Oil, of course, lubricates the world; black gold can smooth the fund-raising gears, too. After Warner decided there weren't enough minutes in the day to continue to be a Princeton trustee and attend all the committee meetings, he offered to help out in any other way he could. Two months later, he found himself heading the Council for University Resources (CUR), the volunteer organization that oversees all of the university's fund-raising efforts. He admits, "I guess they were looking for somebody with enough of a title in business to be able to attract some people." He is also a member of The Business Council, the Labor-Management Group, and the Business Roundtable Policy Committee.

An alumnus of the Lawrenceville School, he had to decline further serving as one of its trustees, again because it demanded too much of his time in large chunks. But he has said he will continue to help it in other ways.

The title on Warner's door and the carpet on the floor are only the come-on. What makes him a consummate fund raiser are his quiet enthusiasm, his toughness clothed in dignity, and his interest in education. These have not gone unnoticed. The National Conference of Christians and Jews gave him its National Brotherhood Award for "distinguished service in the field of human relations," and the New York University Graduate School of Business Administration praised his "genius for constructive change and innovation" and his "extraordinary social consciousness."

The executive shared his views during an hour-long interview arranged through the courtesy of the Princeton development staff.

Warner's over-six-foot frame molds easily into a leather chair. His eyes are deep-set; his mouth, stern and downturned at times, breaks quickly into a broad smile. The large corner office on the 25th floor of the Mobil building focuses its five windows on grey mountains of Manhattan buildings. It is a discreet office, with its round coffee table holding only a gold clock and Mobile matchbooks in ashtrays.

He burrows his chin into his hand, and carefully measures his thoughts into words. An interviewer must cautiously part the curtains of his reserve.

He says modestly of his efforts, "All I've ever done or asked was that they [companies] send individuals to Princeton to take a look and to see whether Princeton could sell them on the idea that what it was doing had worth. I never minded doing that, because I figured the university would have to sell itself or it wouldn't be successful. And in more instances than not, it has done a very good job of selling what it's doing and we've been able to raise a good amount of money. I told the university [officials] a long time ago that all I could really do was open the door for them."

Princeton recently—and more than successfully—completed a $125-million capital development program. It was the largest sum ever raised for the university in a single effort. In writing about that success in the *Princeton Alumni Weekly*, Warner began, "I have never felt better about Princeton's future."

The university's development staff works very carefully around Warner's time to get the most out of the fewest minutes. By doing all the preliminary work, scheduling meetings around his lunch hours, and doing the follow-up, the staff gets both in-town and on-the-road mileage figures that would make the Environmental Protection Agency leap for joy.

Mobil's chief executive officer views the strength of Princeton's fund-raising efforts as springing directly from its loyal and industrious volunteers. On the CUR, all those asking other Princetonians for money are graduates (Warner's class is '44). "And I really think that's the only way you can do it because the professional side of things can ask for money but I don't think it has the touch that the volunteer does. I think the professional fund raiser recognizes that, too." He calls the Princeton professionals "a marvelous staff and they work well with me.

"I think a volunteer needs to have enthusiasm for the job he or she is doing, and of course, behind the enthusiasm has to be loyalty to the institution. But it also seems that a volunteer has to be willing to understand something about the institution that he or she is trying to raise money for and has to be persuasive in his or her argument because that volunteer is just one of many who is trying to untie the purse strings of an individual. I have never—well, never is too strong a word—but I hardly ever really try to push anybody into giving money to Princeton. I've more frequently suggested that the university deserved it and that I thought that the individual or company [official] to whom I was talking or writing would find that out if he or she visited the university."

Warner says he is convinced people won't volunteer without a sense of loyalty, a loyalty that should blossom and grow. So it is important to enlist an individual before his or her commitments are so great that there's no time left to transform loyalty into action. "Loyalties build up in individuals at different times and in different ways. Indeed, I have seen plenty of people whose loyalty to Princeton is absolutely marvelous but who wouldn't spend five minutes raising money for it."

He can easily see where many students would go through an institution without thinking much about what they're doing. It takes time, he concedes, for many graduates to put the university experience into perspective.

He isn't "married" to Princeton. He is very fond of and a great admirer of William G. Bowen, the president, and

35

he has a high regard for many of the university's personnel, primarily those he knows best—on the business side. But he says he isn't concerned with having more input into the institution.

"I made up my mind a long time ago that there were a lot of things I didn't know about and certainly not in any depth or detail, and I can put higher education into that category. So I said to myself, 'I don't really think I should try to tell Bill Bowen and the administration at Princeton how that university should be run.'

"I happen to be a little more in the forefront than others because people do think about money quite a bit, but other than that, I try not to kid myself that just being a fund raiser and head of a company gives me the right to tell other people how to run their companies or businesses."

Then what does Warner feel he achieves personally by volunteering? The question puzzles him for a moment. He concludes that he hasn't described it in terms of personal satisfaction. "I have just accepted that it's one of the things that I ought to do somehow or other, and I think Princeton got to me at the right time.

"Lord knows, I've been given an awful lot of advantages because my family was well-to-do and I didn't have to work my way through college. I was fortunate because I got into an excellent university and got through a war without any difficulty of any kind." (He also came through World War II with a Purple Heart, Bronze Star, Silver Star, and other honors.)

"I guess I always remembered something my father told me, which was that, even though he was able to and could pay the tuition and all of the costs, the university never really recovered its full cost on a student. And if I could do something later on for the university, I should, and so I got started."

Peering through the narrow-slatted blinds of his office, Warner divides the world he sees into the givers and the takers. "I never really was terribly interested in being a taker. I have never really looked upon any of this by way of personal satisfaction so much as it was part of the job. I look upon my job here as one which was much larger than just being a businessman running an oil company."

From his father—who served as a trustee of Northwestern and who was also a Princeton graduate—comes the feeling of responsibility. The son, who grew up seeing the father volunteering for Northwestern, learned to "accept it as a natural thing for me to do."

The personal responsibility translates into a corporate responsibility. Part of the old Rockefeller trust that was broken up in 1911, Mobil "has always had a strong social involvement policy. I just think that, when heads of big companies in a community like New York have a job, that job doesn't start and stop with going in and out of the office building. There is this strong need to keep doing the things which will help the community in which we find ourselves. We have something like 3,500 employees here, and if we want them to have as good a place as possible, we're going to have to get out and work for it."

So the Mobil folks bring you the op-ed page editorials on the free enterprise system, sponsor good PBS programs like Masterpiece Theater, and promote benefits like matching gifts. Mobil Foundation began Jan. 1 to match on a two-for-one basis gifts made by the company's employees and continues to encourage their volunteer activities.

Warner headed the New York United Way campaign a year ago. He also serves as a director of Time, Inc., American Telephone and Telegraph Co., American Petroleum Institute, Caterpillar Tractor Co., Chemical New York Corp., American Express Co. and the American Express International Banking Co., and the National Council for United States-China Trade. Based on his numerous corporate contacts here and abroad, he considers the biggest problem in higher education and the business world to be the basic difference in viewpoint, the "unwillingness of many higher educational institutions to trust the business world and the business world's reaction to that. There are plenty of thoughtful people in the business world who worry about blanket giving by corporations to higher education. And I worry about that myself," he says.

Many corporations refuse to give to endowment because "they have no idea what will be done with that money. They will absolutely refuse to fund a professorship because they don't know who is going to go into that professorship. Now I can well understand the university's unwillingness to let them choose that professor," Warner continues. But that basic dichotomy is why much of the business world instead donates money for the bricks and mortar of an engineering lab or an energy lab or for a business-related study.

"I think in earlier days those few businessmen who owned their businesses and, therefore, got well-to-do and became philanthropic would give their money to a university to do whatever it wanted with it. But today, the vast majority of people who are running corporations are business managers. We're hired help. We're not the owners. We are, therefore, much more susceptible to criticism from our shareholders, and we want to be certain that the things we are doing can be defended.

"So I do believe that there are plenty of business people who want to support higher education but who are becoming much narrower in their outlook as to what part of that education they will support," he says.

For example, Mobil Foundation recently gave money to the University of Chicago's business school "because the foundation directors liked what the school was teaching" and gave money to the law school "because the law school was taking time to get those law students inculcated with economic thinking, which we thought was sound economic thinking. . . . I think that that is a perfectly appropriate use of our shareholders' money and a much more defensible use than saying, 'Well, yes, we gave $700,000 for some professorship and found out that the professor was going around the country railing against the business world!'"

What a corporation volunteers to a cause and what its corporate officers volunteer may or may not be closely linked. But Warner doesn't see his mission as one of proselytizing other executives in the name of volunteering to higher education—in part because those with whom he comes in contact already contribute time or money.

But when he writes the letters, picks up the phone, lunches with business associates, puts pen to paper in Princeton's alumni magazine, his actions speak vividly. In his own ways, he encourages the corporate world to participate more fully in educational enterprises.

"There are times when you can make a contribution. You ought to make it during that time; then you ought to have the common sense to back away from it and let someone else who has the interests and position do it," he says, aware of his 56 years and a retirement that doesn't seem so far away.

"I don't kid myself at all – I'm able to communicate with other company heads because of the position that I'm in. And the moment that I leave this position, the moment that I retire, then a great deal of that clout is gone. I will not – or at this present moment I don't plan to – undertake a lot of fund raising after I'm retired because I think that is the wrong use of an individual who has phased out of the mainstream of business."

Until that time, he continues to do all he can to keep the Princeton fund-raising engines running smoothly. case

Her commitment to Madeira spans 36 years

BY DONNA SHOEMAKER
Managing Editor

Rubber-booted and rain-coated against a chillingly wet winter day, Nancy Baxter Skallerup moves cheerfully around a deserted campus. She is a living example of the Madeira School's motto: "Function in disaster, finish in style."

Through the ghost mists clinging to each Georgian brick, she lovingly points out to a vistor all the reasons for her pride in the Virginia private school: the trapezoidal, cedar-sided, solar-heated science building, its sloping roof waiting in vain to soak up some rays; the library, like the other campus building, theoretically closed for a winter vacation, but opened willingly to an interviewer; the swimming pool; the Chapel-Auditorium overlooking the Potomac.

These are all home to her, a home she has scarcely left since graduating from Madeira in 1942. She taught English here for two years following graduation, was president of the alumnae association, headed a search committee for a new headmistress, and serves on and presided over its board of directors. One daughter attends Madeira, another works in the admissions office.

Skallerup is a volunteer *par excellence*. In fact, far above par. Not only did she spend an hour talking to us about her involvement in the school, but she slopped through the rain to show it off to a visitor. She likes to give a little more than asked for. (Cecile Dickson Banner, Madeira's director of development, selected Skallerup as just the right person to interview.)

Why does Skallerup volunteer? Her answers come out smoothly and clearly in sentences, complete with numbered thoughts – she's an orderly thinker.

"My own reasons for volunteering are really threefold. One, there has to be a demonstrated need; two, there has to be the need for a fairly extensive scope of work, so that it's not short-term and it's not just busy work. And the third reason: to see that there is either a change in systems or that there is a change in human lives, an enrichment of human lives.

"I think particularly with women, who are constantly moving in and out of the job field and whose lifestyles change constantly, it's very important to have experiences that you can turn into new skills and new learning and to develop transferable skills," Skallerup says while sitting in the science building's seminar room, its skeletons, birds' eggs, and books nesting along the shelves.

Women, in particular, are often in jobs that are not totally satisfying, she continues, jobs that do not test all their abilities. "And, therefore, their volunteer work ought to be very specifically geared to developing their new experiences and skills."

She adds, "And I think women as volunteers are unique in that they have always, in a sense, carried the conscience of their communities. That's why you so often see women in the grassroots political areas."

Because her interest and knowledge have been in the private school area, she feels it has been wiser to put her energies there, too. But not exclusively. Skallerup currently is chairman of the finance committee of the YWCA-USA, in charge of developing a system to assure the organization of funding. She's also a former board member of the Hillcrest Children's Center and the Potomac School, and has been deeply involved in other volunteer activities throughout her life.

But she doesn't believe in staying in any volunteer job too long, preferring instead to move on into new experiences. For that reason, she stepped down from the Madeira board for six years, then came back on.

She spearheaded Madeira's capital campaign aimed at filling "enormous needs" at a school unused to fund raising. Thanks to the campaign, three faculty houses, a new infirmary, the Chapel-Auditorium, another dorm, and (while she was off the board) the solar science building appeared on Greenway's rolling hills. Through all that, the board had to interview architects, contend with the park authorities, convince the Interior Department not to confiscate 133 acres of Madeira's river frontage, and mobilize the community to involvement.

These battles would quickly bring experience to anyone. They also taught Skallerup to turn to the experts when the board didn't have the knowledge. "Whatever volunteer piece of work you take on," she cautions, "you need to develop the greatest resources you can in order to accomplish it well."

She has also learned:

- What the area of responsibility is for board members, and what the area of responsibility is for administrators.

- How to develop a committee structure that works, and how to get people involved who enjoy the work and support it.

- How difficult it is to raise funds for a girls school, in competition with all the other interests that are out to secure funds. "Most of the men – we must have made 120 calls around this country—would say, 'We are supporting our secondary school, our college, our graduate school, the medical center, and the metropolitan museum. Go talk to our daughters.' Now, what we tried to say each time was that the daughters had the commitment, but they didn't have the same level of ability to give funds."

- How "we need to educate women to understand their responsibility to funding their interests, and not act as if they were putting their hand in the cookie jar."

- How to get along on a peer basis with men in specialized professional fields. "I think I also learned that, when you pick any problem area, you have to develop all of the facts around it in order to reach a decision, and therefore, you'd better draw on your very best resources to do it."

Parents are one resource, and they are often more eager to be volunteers at the elementary school level than at any other. When children are in high school, parents still want to be involved; at college, somewhat less, and then more specifically around areas related to their own interests.

For Skallerup, what makes volunteering for education so different is that education is never static. "If you're going to be in the forefront in education, you continually have to evaluate and reevaluate your teaching methods, your curriculum, the needs of the students, the kind of world they're going to move into, new ways of trying to teach them to tackle problems.

"The whole area of education has changed from the era when I was taught, when we were supposed to learn information. Now the information is so vast that that's not possible. So what you need to do is learn how to attack problems and decisions. And that's one of the reasons that this school has established a day, once a week, when the students are not in classes but are in the community at work."

To help support an atmosphere that encourages that kind of fresh approach, an institution has to *want* to use volunteers, she says. And then it has to decide how to use them, motivate them, and give them enough support to do the work that's required. Through boards of directors or trustees, committees of these boards, alumni/ae associations, and parents groups, there are many outlets for varying abilities.

In the area of fund raising, she's "never thought much about bazaars, any more than I feel much about theater benefits. I think they bring in, relative to the amount of work, not very much money." She prefers to look upon such activities as useful programs for involving people, but not as fund-raising activities.

"The Potomac School has a book fair every year. Well, I looked at the mothers there working for that week with the children and the faculty. They're accomplishing a need and they are educating the children and their parents as to what books are good for certain ages. But I don't see that as a fund-raising event."

Because volunteers, even those without full-time jobs, have so many other responsibilities, Skallerup believes it is important for the staff not only to assign the right task to the right person. It should also use the special skills of individuals and schedule meetings around their time—at breakfast, on weekends, during evenings, if need be.

A professional staff also has to keep on communicating with a volunteer, and *vice versa.* "I think communication is fundamental to building a work relationship," she says.

To develop volunteer leadership, "you first need to have people who are committed to the goals of the institution. And when I say committed, I mean committed," she adds—for despite the weather outside, the woman sitting in the science room is hardly a rainy day friend of Madeira. "I don't mean just serving on the board or using the board for their own advancement. They have to be committed to the goals first. I would hope that they would be creative. I would hope that they would be self-starters and have staying power. And as important as any of the rest, they need to have the ability to get along with people and enable people to be inspired and to get different pieces of work done.

"And in order to accomplish that successfully, you need to be able to block out a work plan in such a way that the volunteers who are taking on assignments are getting satisfaction by accomplishing something."

If a volunteer can't accept the reasoning of a board or an administration, the sign post should point only one way: out. "I don't think you should stick with anything you do not believe that you can support."

Volunteering, she is quick to say in her deep, strong voice, "is never altruistic. You're doing it because you are getting satisfaction from the experience, and you're getting learning from the experience. I think your job is to lay out all of the issues, to develop them, and then try to make decisions around them."

That can't be done without long-range planning—something in short supply at too many institutions, she thinks. "They're living hand-to-mouth. And sometimes there are too few people to get the work done, and therefore, they're living from crisis to crisis, too. "Volunteers don't very often know how to one, either identify their own interests or two, how to attach it to an institution that they might be interested in. And we need to do a much better job in this country of being able to do that, because I believe strongly that the strength of this country has been in voluntarism. And if we cannot continue to develop that strength and to make it stronger, and to provide services for people, the government's going to take it over. And therefore, we—both men and women—have got to develop a commitment to voluntarism. Because we can't provide for these services and pay for them. They won't come about—or else they will come about at great cost, through the public sector."

Those are words that would power any solar heating plant, even on such a damp, dark day.

Why I help

BY ADRIENNE S. ANDERSON
Alumnae Trustee
Rutgers, The State University of New Jersey

I believe that the key to good volunteer-staff relationships is an understanding of the volunteer's motivations. Despite the fact that volunteer work is unpaid, people volunteer for what they can get from the experience. Most volunteers expect to be compensated by the satisfaction of contributing to a worthwhile cause, of using their talents effectively, of camaraderie, and, to be honest, of public approbation.

If staff members can help volunteers to earn these rewards, not only will the job be well done, but the volunteers will be happy and eager to do more. The staff member can make the volunteer effective by providing the necessary information, training, environment, and technical assistance. It is of course important that volunteers take on assignments that are appropriate; part of the staff member's job is to guide volunteers into projects compatible with their abilities, interests, and time resources. No volunteer enjoys being a puppet, and nothing is more devastating to a volunteer program.

Of course, staff members need to find satisfaction in their work, too, and their satisfaction should not always be vicarious. Clearly, it is a partnership, and the areas of operation for staff member and volunteer, as well as areas for coordinated effort, must be mutually determined and clearly understood.

My best relationship as a volunteer was with a staff member who enabled me to perform effectively. She gave me moral support, information, opportunity, and credit for what I did. Volunteers who work with her feel amply rewarded, and she is recognized as a skillful coordinator of volunteer talent.

What I need

BY MARIE H. WHITESEL
President, University of Idaho Alumni Association

Here are the qualities I look for in staff: dedication; efficiency; the ability to communicate (to express oneself in writing and orally, to explain, to sell one's self and one's ideas); intelligence; initiative; originality; a good disposition; courtesy; and a sense of humor.

With all these attributes, I could be describing the president of the university instead of an alumni executive director. But this staff position, along with the development and/or foundation director, is more than a position—it is a cause. Causes are what motivate the volunteer, and in this case, the cause is the advancement of higher education.

In taking this office, I had projects that I wished to initiate and aims to work out. I expected the director to help evaluate these and come up with methods to augment those of my proposals that were worthwhile and feasible.

I don't particularly appreciate surprises. I like very much to go over the agenda before board meetings. I like to have the executive director share thoughts for future projects so that I may think about all angles and add my ideas.

Speaking for myself, I surely don't wish to be a figurehead, a person who merely presides at meetings and signs my name on the dotted line, even though this is also important. If the position is worth time and effort, I wish to feel effective. A good executive director can help me do this.

Fund raising:

Volunteers as donors and doers

Volunteers in the spotlight

Tips on enlisting and training campaign leaders

BY ROBERT B. ST. LAWRENCE
Vice President
Marts & Lundy, Inc.

In pre-campaign planning, you must determine the volunteer organization needed to accomplish your goal. Basically, your campaign should have this volunteer structure:

1. national chairperson;
2. steering committee;
3. leadership gifts committee;
4. geographical area chairpersons.

At the center of the organization is the steering committee, headed by the national chairperson. Members should include the head of the leadership gifts committee and key members of that committee as well as regional people who will help identify and enlist the area leadership.

The area chairperson will enlist one chairperson to secure gifts of $1,000 to $25,000 and a second chairperson who will be responsible for soliciting gifts of under $1,000.

Enlistment

The head of the institution and the head of the governing board together should enlist the national chairperson in a personal visit. The national chairperson, with the help of the head of the institution and the head of the governing board, enlists members of the steering committee. Again, this should be done in person.

The enlistments should be as official and dignified as possible. Each volunteer should be given a definite assignment with specific results expected within a definite time period and within a definite area.

Because from 50 to 60 percent of your funds will come from prospects who are capable of giving $25,000 and above, you should guide your campaign leaders to go after these prospects immediately after the governing board has been solicited.

The size of the big gifts committee will depend upon the number of prospects you have. One volunteer for every three prospects should be the general rule. But in some cases, one volunteer will be assigned only one prospect because he or she is the only person with enough influence to get a gift in proportion to the donor's ability.

In the geographical area campaigns, enlistments should be based on one volunteer for every four or five prospects. Remember that participation is the key. As you enlist the volunteers, you are also educating and cultivating them as to the importance and urgency of the institution's needs. The more people you involve, the more money will be contributed by those who work.

Note that the most successful fund-raising volunteers are those who are or have been involved in other phases of the institution's life. As one midwestern president put it, "For enlisting and holding effective workers and donors, there are three magics. The first magic is participation. The second magic is participation. And the third magic is participation."

Training

Every volunteer must be trained in how to be effective in soliciting gifts, whether large or small. This training is your job.

Remember the three basics of successful solicitation:

1. A solicitor must make his or her own gift first. It must be as generous as his or her circumstances will permit.

2. The solicitor must solicit every prospect in person. Gifts can be obtained by telephone or letter, but such casual approaches produce casual gifts.

3. To bring gifts up to the size necessary to reach a capital fund goal, the solicitor must suggest a range of giving for the prospect's consideration. This figure is the combined best judgment of the prospect's friends and associates who attended the screening meeting. It is *not* a development office figure.

The solicitor should also seek out the prospect's interests. Giving to a specific purpose – such as a lawyer's giving to the law school scholarship fund – can add real meaning to the gift and, thus, increase its size.

The solicitor should win the prospect's confidence in the integrity and the competence of the management of the institution. He or she should also point out the benefits the donor will derive from his or her gift because of the good it will accomplish for students, faculty, and society.

Your role

In working with volunteers, remember that you should function with a "passion for anonymity." You and your staff colleagues coordinate and stimulate. You furnish technical know-how, supply mechanical and clerical support, furnish resource information, and keep records. Finally, you help to motivate and energize the volunteers. But, at the center of the activity – in the spotlight – are the volunteers themselves.

case

Involved people increase annual giving efforts

BY LEONARD A. MEYER

The success of an annual giving campaign depends on the *involvement* of an institution's constituencies, not just pride and good will on their part. People best understand an institution and its needs if they are involved in it in some way. William and Mary has found a way to involve not just alumni but also students, parents of students, and area residents unconnected with the college. It enlists them as volunteers in the annual campaign.

The campaign is divided into six separate appeals: the William and Mary Fund (directed at undergraduate and graduate alumni); the Law Fund (law alumni); the Parents Fund (parents and grandparents of current and former students); Friends (non-alumni, corporations, and foundations); Senior Class; and finally, Third-Year Law Students. In these last two appeals, W&M encourages students to make a three-to-five-year pledge at the time of graduation.

The number one volunteer is the president of the college. With his commitment, W&M finds it easier to enlist volunteers from all sectors for each of its annual appeals.

Once plans for the campaigns solidify, staff members begin enlisting the volunteers with specific jobs in mind. The William and Mary Fund alone involves over 1,300 annually. Its organizational structure calls for a national chairperson, 22 regional chairpersons, 49 state chairpersons, 61 class chairpersons, plus an army of fund agents.

Each volunteer has from five to seven prospects to contact personally in behalf of the college. As a result, the college reaches out to some 8,000 to 12,000 alumni.

In recruiting key volunteers, W&M looks for top administrative and faculty officials within the college. Outside, it seeks alumni as well as community, business, professional, and civic leaders. The balance of recruiting comes from all "family" sources as well as non-family donors, house accounts, and community friends. During 1975-76, over 92 percent of volunteers made a gift to the college.

Other appeals are similarly volunteer oriented. One group the college is pleased with is student volunteers. Each year the Parents Fund phonathon is staffed exclusively by students.

W&M sets aside four evenings to contact parents and enlists approximately 25 sons and daughters each night to solicit pledges. The phonathon is the culmination of the fund drive, and donors pledge approximately $20,000—or $5,000 per night. Students are most willing to participate, and, by involving them early, W&M expects some will continue to serve the college in a similar capacity—such as fund agents—once they have graduated.

In working with volunteers, the development staff follows a few simple guidelines.

1. *Clarify the volunteer's role and responsibility.* You can do this by providing a detailed explanation of the campaign structure, its chain of command, and so on. This is important so that volunteers have a clear idea of what they can and can't do.

2. *Cultivate volunteers.* Assign volunteers to specific committees or jobs and explain in detail each task or duty. Communicate with them through weekly letters of progress and invitations to meetings. Also, reassure your volunteers that they have made a wise decision and personally thank each one in writing.

3. *Consider a volunteer's time.* Be punctual and plan comprehensive but brief meetings, no longer than an hour. You should always prepare a formal agenda and allow time for informal words and a question and answer session at the end.

4. *Know your volunteers and their interests.* You can accomplish this by securing and maintaining biographical data, including past giving records. This

42

should enable you to develop rapport and assign future roles to these volunteers.

5. *Schedule post-campaign volunteer activities.* Hold a victory dinner or an event to recognize their efforts. Incorporate outstanding volunteers into positions within the institution – the board of trustees, the development council, or some other capacity.

6. *Use volunteers later.* These people serve as a proven "core" for future leadership of a capital campaign. Keep them interested and in-touch through progress reports, personal notes, and so on. Remember, always invite volunteers to important college programs and treat them with respect.

You benefit two ways when you enlist volunteers for your annual appeals. First, you involve a cross-section of your constituents personally and, therefore, promote the understanding of your institution. Second, you multiply your annual giving efforts many times over. If you enlist volunteers and follow the guidelines I've suggested, you should have many happy returns.

Leonard Meyer, formerly director of annual giving at the College of William and Mary, recently became vice president for development and college relations at Eckerd College. CASE

Make volunteers an important part of your campaign

BY DAWN KEPETS HULL
Publications Assistant

When using volunteers in your annual fund, you are asking them to do more than make personal contacts or telephone calls. According to Cermette Clardy, Jr., vice president for institutional advancement at Millsaps College, you are asking them to share with you the ambitions of an institution and to be part of its present and of its future.

Volunteers need to feel comfortable talking with prospects about "our" academic programs, "our" long-range priorities, and "our" future. This relasionship integrates the volunteer with the institution and helps produce a successful annual fund.

Clardy suggests that you discuss organization, implementation, and follow-up of the program at a planning session with others on your staff – away from the office. If you are a one-person shop, write down your ambitions, problems, strengths, timetable, prospective leaders, and all the other data that may affect the campaign. Talk these over with a faculty friend or alumnus/a.

It is a mistake to try to meet all the needs of your annual campaign with personal calls. Identify those areas of your campaign that merit the personal approach. Organize your program around donor levels and geographical clusters. "This will eliminate the tendency for you to do all things for all people," Clardy says.

Begin organizing by taking the names you have discussed and assigning those people responsibilities. You need a general chairperson and people to head each level of your gift club support ($100 club, $1,000 club, or any others), and to identify correctly the people who should be solicited in person. Then, go over your plans with the chairperson, discussing the program rather than instructing him or her, Clardy suggests. Ask for recommendations and make the volunteer feel he or she has a critical role in the program.

With the advice of your personal solicitation and national annual fund chairpersons, review the names of leaders that you have identified. Be sure that your top leadership feels comfortable with other volunteers.

After your volunteers have been organized, you will be ready to put the program into effect. Your volunteers need sufficient information to ask each donor for a specific amount, not just "a gift." "Your volunteers will feel more confident asking for a specific amount and giving reasons for the request," notes Clardy.

Give your volunteers a time limit. Unlike the total annual fund, your personal solicitation cannot be allowed the luxury of a year-long timetable. Clardy emphasizes that you must "Get in, accomplish your mission, and get out." Your volunteers will appreciate your understanding that their time is valuable.

Of course, you must have an organized follow-up procedure to reach prospects who were not contacted during the designated time. Clardy recommends that you select a follow-up committee and make it feel like an important part of your effort.

Media coverage of your efforts and those of volunteers will enhance your campaign. Clardy stresses the importance of focusing attention on your institution before the actual solicitation.

In planning training sessions, be brief. Two sessions should suffice. If your advance work is done correctly, you won't need elaborate brochures. Expensive promotional materials and dinner parties may incorrectly impress volunteers asked to raise money for you. Keep your meetings businesslike, and save the "party" atmosphere for celebration.

Never let your volunteers feel you are the leader; always remember *they* are. Don't use your volunteers, says Clardy, "Let them use you." Treat them with respect, and remember the importance of "thanks." CASE

Busy people canvass best

BY LEE KLINE
Director of College Relations
Elmira College

There is a saying: "When you need a job done, ask someone who is busy."

Each year at Elmira College, we ask 60 of the busiest people we know to canvass local businesses on our behalf.

Community business people have donated more than $2.7 million to the college over the past 29 years as a direct result of this group s efforts. The amount sounds even larger when you consider that we are an independent college in a relatively rural area.

To date this year, we are 50 percent ahead of last year's efforts in terms of actual cash in hand. We believe that solid organization and the right campaigners are unbeatable.

We have a collective name for these community friends of ours – the College Council. A profile of individual members throughout the years would sound the same: business leader, community booster, volunteer, respected, between 40 and 65 years old, and generally *not* an alumnus/a of the college.

College Council members work in United Fund, their churches, and civic organizations. They don't need an Elmira College fund-raising drive to keep them busy.

While we college people may not think of our institutions as status symbols, people in our communities do. To be involved with a college in one's own community is a source of civic pride. In Elmira, membership on the College Council is one measure of success.

RECRUITING

We recruit College Council members in a number of ways:

1. Current council members propose candidates on the basis of their past work for the college. A prospect may have helped on a previous year's campaign teams, been a member of the athletic boosters club, or shown an interest in some other way.

2. Prospective members receive an invitation for lunch with Elmira's president. Such an invitation is almost irresistible.

At the luncheon, the president explains the college's current and future projects to the guests and asks them to serve on the council. He makes it quite clear that its major responsibility is the annual fund-raising effort. Presented in such a forthright manner, the invitation is almost always accepted.

3. Members are never "retired" from the council, but some do become inactive. We try to retain the same number of active members each year. This means that our roster grows, even though our number of active workers does not.

THE CAMPAIGN

The College Council annual campaign runs from late autumn to late winter, three to four months in the middle of the school year. The role played by our campaigners – that of gift-getter – is actually the final stage of the solicitation.

Let's take a look at the organization that precedes the campaign.

1. In the spring, following the wrap-up of the previous year's efforts, council officers meet with division captains to discuss and evaluate the campaign.

They select team captains for the next year. For years, these volunteer leaders have worked together and attended the same social gatherings. They know their friends and colleagues better than we could hope to. They are frank in their evaluation of individuals' performances.

2. The group makes a list of campaigners, composed of College Council members as well as non-council people. By the end of the meeting, these leaders have selected seven teams, complete with captains and campaigners.

3. Within a day or two, the president of the council enlists captains. He outlines the campaign timetable, goals, and names of the team members.

4. Captains recruit team members.

5. From the late spring through summer, the development office staff evaluates gift prospect cards and assigns them to teams. During this process, the staff adds new prospects. It drops cards showing no activity for three years (to be added again just as soon as we embark on another major campaign).

6. In the fall, all campaigners are invited to a kick-off meeting at the president's home. Again, by offering the president as the main attraction, we assure a high percentage of attendance. (We schedule the meeting for late afternoon.) At this meeting, leaders explain the campaign and distribute prospect cards to the workers.

What a simple phrase: "Distribute the cards!" Before the kick-off meeting, our staff updates information on the cards. It includes company name, address, name of the chief operating officer, his or her home address, and both business and home phone numbers. Past giving information is not on the prospect card, but team captains receive gift information on all of the prospects in their divisions. The team captain may share the giving information as he or she sees fit.

The kick-off meeting begins as soon as everyone has had refreshments and an opportunity to chat. The president talks about the current status of college projects and plans for the near future. Then our office staff makes a detailed presentation of all campaign material. This is vitally important.

To slide over campaign material with, "Look this stuff over before you make your calls" is unfair to both the college and the campaigners. We go over each item in detail.

Let's take a closer look at the campaign materials:

1. *The IMPACT flyer.* This one-page sheet describes the college's economic and cultural impact on the community. It is based on scholarly work by the people in our business administration program and a group of hard-working students. We stress that we are one of the area's largest employers and that we haven't run a deficit budget since 1954.

2. *The College Council Newsletter.* New this year, it supplies information about personnel changes within the college as well as news, important dates, and financial information regarding income and expenditure. It is printed on an 8½ x 14 sheet in one

color of ink. We keep it short to assure that it is read.

3. *Some Scholarship Stories from Elmira.* Many of our local people think of our students as outsiders, people from other towns and states. *Scholarship Stories* provide details about local students who need financial assistance. We only include stories of local students because our area business people respond best to them. Naturally, we use pseudonyms and drop any details we feel may identify the student. When distributing this brochure at the meeting, we let our people read each item in detail. Then our financial aid director tells one more story not on the list.

4. *Letter to the home office.* We have prepared a letter for local managers who tell us that they cannot make a decision about a gift without "clearing it with the main office." After the local manager agrees to write to the home office, we do a follow-up ourselves, sending a carbon to the local manager.

A FEW THINGS TO REMEMBER

1. Report often. Tell your campaigners, your president, your staff, and anyone else who will listen just what is happening with the gifts coming in from local businesses.

2. Unlike large corporate gifts, community donations will be affected by small crises such as a death in the family, an extremely hard month, or bad weather. Make it your business to know all you can about your prospects and pass the information along to your campaigners.

3. Cultivate previous givers who have fallen away in recent years. Use your president. An invitation for lunch is flattering and will generally open the door for renewed friendship.

4. Be completely honest with your campaigners at the kick-off meeting. If you anticipate problem questions, level with your workers and prepare them for what they may encounter.

5. Remember this: People in a community are proud of their college or university. You can use this fact to your advantage as you organize your own version of a community fund-raising effort.

Using volunteers

BY ROBERT L. KAISER
Director, Bequest and Estate Planning Program
Dartmouth College

Dedicated volunteers are essential for a broad-based program of planned giving. A paid professional staff alone cannot do the job. No one person or small group—however competent—can provide the personal contact to ensure effective cultivation of all prospects.

With the help of volunteers, Dartmouth's alumni-oriented bequest program has tallied more than $91 million over the last 29 years. Well over half of that amount has come in during the last nine years. Our first bequest program questionnaire in 1951-52 disclosed 125 known expectancies. We now have information on more than 1,300 expectancies, with an estimated value of between $75 and $100 million.

Tapping constituent talent

Your volunteers should come from the constituency you intend to reach. When the constituency already has an organized association—for example, an alumni council—, it should sponsor the program. Otherwise, you should form a committee to initiate and guide the effort. In any case, your planned giving program should operate under the auspices of the volunteers themselves. Your development office will, of course, direct everyday operations, but the volunteer governing body should at least appear to provide overall guidance. A bequest program seen as a volunteer undertaking is more likely to gain support than one that's viewed as a development office project.

Volunteers can serve your program as individuals or as committee members. But it's important to distinguish between those roles. A committee cannot and does not actually cultivate prospects or bring in gifts. Committee planning and prestige can build an environment conducive to obtaining gifts, but a committee is not the instrument for direct action. The individual volunteer cultivates prospects and usually paves the way for someone else to "make the final sale."

Committees are valuable adjuncts to your program. Having prominent persons associated with your program lends prestige to the effort and influences others to take it seriously. Committee members can stimulate the program by becoming recognized participants and by approaching other prospects. Committee members, as intelligent, successful persons with a real interest in what you're doing, can serve as sounding boards for new ideas, appeals, and approaches. Here are some committees you might find useful:

1. *The Prestige Committee,* composed of well-known and influential persons, often including the institution's trustees. The committee can serve as the program's sponsor and is primarily a public relations tool. The endorsement of influential persons is reassuring in such a sensitive area as planned giving. The committee has two important functions: endorsement of the program and guidance of its development. Some members should take a more active role by making a personal commitment under the program, agreeing to work with other prospects, or both.

2. *The Class Bequest Committee,* a prestige committee consisting of eight to 12 prominent persons from each class. Communications bearing the names of these persons appear to come from the entire committee, instead of only one person. Also, serving on a committee can prompt members themselves to make a planned gift. In one Dartmouth class, every member of the 10-person bequest committee now has made a provision for the college, and some are quite substantial.

3. *Professional Guidance Committee,* consisting of volunteer professionals in various aspects of estate planning—lawyers, accountants, trust officers, insurance experts, public relations officials, and so on. A committee of the sponsoring body often can serve as the guidance committee.

At Dartmouth, the Alumni Council, which initiated our program, still has a Standing Committee for Bequests and Estate Planning that sets policy. The committee meets at least twice a year, more frequently if it is considering a new direction. The main function is to provide expert help in areas such as literature, direct mail, marketing strategy and appeals, and organization.

The class touch

Because Dartmouth's program aims to reach alumni, we use the class structure in organizing our efforts. Our alumni identify with Dartmouth through their individual classes, and in most cases they react favorably to appeals from their classmates. Class organization also permits interclass competition.

At Dartmouth a class enters the program when it celebrates its 25th reunion. Most families can't and won't seriously consider estate-planned provisions for charitable organization until the children are out of school and making their own way. Obvious exceptions are affluent families, and you should cultivate these prospects as soon as possible.

The foundation of our bequest program is a network of class bequest chairpersons. Some classes also have cochairpersons or regional vice chairpersons, but our office looks to the bequest chairperson alone for leadership and activity. If a class is formally organized, the class president or executive committee should appoint the bequest chairperson after consulting with the development officer in charge of the program. If there is no class structure, the development officer should make the selection. Choose your bequest chairpersons with care. The ideal class bequest chairperson is:

1. well-known and respected in the class and able to talk as an equal with the 10 to 15 percent who will emerge as top prospects;
2. dedicated to the school and the objectives of the bequest program;
3. willing to accept the job for a long time, possibly for life;
4. able to spend time attending reunions and other class functions and cultivating prospects in person;
5. affluent enough to participate in the program as a donor.

A background in law, banking, insurance, or other estate planning profession is desirable but not essential. A bequest chairperson should have a layman's knowledge of the charitable giving field so he or she can make suggestions when the opportunity arises. At Dartmouth, we put more emphasis on personal characteristics than on professional background in selecting class chairpersons.

The chief volunteer in action

The overall goal of the class bequest chairperson is to interest classmates in considering estate planning support of the college and to help them explore ways to accomplish this. An effective chairperson must:

1. Seek information and keep up-to-date files on participating classmates, family members, and prospects.
2. With the help of the development office, send letters and other direct mail to the class.
3. Through correspondence and personal contact, try to build rapport and friendship with as many classmates as possible, especially those who are good prospects.
4. Continually try to identify those persons who are best qualified through geographical locations, friendships, business association, and so on to approach the better prospects in the class.
5. Follow through promptly and consistently on all expressions of interest from classmates and keep the development office informed.
6. Personally participate in the program as soon as possible. Nothing makes the chairperson's appeal more sincere and effective than being able to cite his or her own commitment.

Soft sell philosophy

It's important that your volunteers thoroughly understand your program's overall strategy. The Dartmouth program operates on a no-pressure basis. We seldom approach an individual unless he or she first has expressed an interest in the program. A person properly considers his or her estate planning to be personal business usually resents high-pressure attempts to influence it.

The bequest program strategy is to convert the loyalty and interest of alumni, families, and friends into a conscious desire to support the institution beyond regular annual giving. In attempting to move our prospects to act on this desire, we continually explain to alumni the importance of Dartmouth's capital needs, why the institution deserves support, how they can contribute, and how they can benefit from the various methods of giving. In talking with prospects, we:

1. make the case for higher education and its importance;
2. make the case for Dartmouth—its place in higher education and its program, purpose, plans, and needs;
3. argue the cases for individual programs and parts of the institution needing specific support—library, scholarships, academic departments, and so on;
4. appeal to the person's desire to be remembered and identified with noble purposes and causes;
5. appeal to love of alma mater and the special heritage it has bestowed on its alumni.

Although the Dartmouth program works hard to cultivate those who can make major estate planning provisions, we also seek broad participation. We feel it's possible to have 20 to 30 percent of the class members eventually provide for Dartmouth under this program, and three or four classes already have this level. Techniques we employ toward that goal include:

1. *Direct mail* for long-term, low-pressure coverage of the entire constituency. This includes letters from each class bequest chairperson to classmates and select groups such as widows and special prospects. The development officer makes suggestions, but each bequest chairperson drafts his or her own letters so they will sound personal. This way, the content relates specifically to the recipients. Direct mail should include general letters to all classmates, with or without literature; special letters to certain segments of the constituency, with or without literature; literature without cover letters but with return postcards.
2. *Literature,* an important adjunct to the direct mail effort. This includes the annual "Remember Dartmouth" leaflet, which reviews progress of the program for the past year and contains some soft sell messages.
3. *Other promotion* includes two full-page advertisements annually in the *Alumni Magazine* on life income giving and other specific program sub-

jects; brief items in class newsletters on program developments in the class such as new life income trusts, matured bequests; and a slide/sound presentation on planned giving methods, which is shown to older alumni and their wives at dinners or luncheons hosted by prominent local alumni.

4. *Personal cultivation*, reserved for individuals considered better than average prospects. This is carried on by bequest chairpersons and other alumni volunteers, as well as college officers, including the trustees and president. Personal cultivation does not aim to secure a specific predetermined commitment. It attempts to arouse interest and bring the prospect to the point of taking action. The method of giving will be worked out with the prospect by professional estate planners.

5. *Prospecting*, identifying individuals best able to take action under the program. A select prospect group includes those who have participated or expressed an intention to participate; those who support the annual giving program at $200 or more; and those who are unmarried or married but childless. The unduplicated names usually total 25-35 percent of each class.

6. *Questionnaires*, tactfully worded forms that go out every three or four years with the bequest chairperson's general letter. These forms make it easy for a person to indicate any provisions made for Dartmouth. There is space for expressing an intention to participate and also a place to request information.

7. *Alumni relations.* Dartmouth alumni have intense loyalty and pride in the college and we've been working hard for many years to retain their interest and involvement through numerous alumni activities. We estimate that between 20 and 25 percent of Dartmouth's 37,000 living alumni actively work for the college at any given time.

The never-ending effort to keep alumni interested and involved deserves a major share of the credit for our success. We could never have achieved it without our dedicated alumni volunteers. Everybody benefits. The alumni enjoy meaningful work and a sense of accomplishment. And the college receives the support it needs to function and flourish as an institution worthy of alumni pride.

Volunteer fund raisers: Big help for small staff

BY WILLIAM J. MURPHY
Vice President for Advancement
St. Norbert College

Small colleges face the same problems that big universities do. Needs grow. Prices increase. Projects expand. At St. Norbert College everything seems to proliferate—except our small advancement staff. It remains the same.

Yet, our fund-raising efforts have produced $7 million in gifts and pledges in just over two years. That puts us well on the way to our three-year goal of $9.4 million in our largest-ever capital campaign. And the campaign has been undertaken with no outside consultants. We have just one full-time fund raiser, a researcher, a part-time recordkeeper, and a secretary.

At a time when the nation's economy is sluggish, the college is pinning its hopes on successful organization of its volunteer force. And, so far, that confidence has been justified.

FIND YOUR BASE

To expand the influence of our small presidential and development staff, we create volunteer groups from among parents, alumni, and friends. We concentrate on areas where we have strong donor prospects and/or a healthy base of recognition. That is, we seek out geographic areas where the college is already doing well in terms of financial support, or where there are many alumni, enrolled students, trustees, and/or friends.

These geographic cluster areas—our "branch offices"—form the base for our entire campaign. (They also happen to be major Wisconsin and northern Illinois population centers.)

Once we've set up our targets, we organize our work force. It's a hard job—time-consuming and fraught with disappointments. But it's vital. And it is possible for one person to do the job, if that person has good support. At St. Norbert, we streamlined our operation by developing a word processing center equipped with IBM MT/ST machines. Thus the secretary became an administrative assistant, and the researcher can do the job more quickly and efficiently.

Because a single fund raiser can spread himself or herself too thin, it's imperative that the target areas be developed *one step at a time.* While the researcher gathers information with the assistance of the alumni office, you can set up committees and get the operation running smoothly before moving on to the next geographic center.

This phase-by-phase approach allows the fund raiser to get the maximum effectiveness out of the organizing efforts, advertising, and public relations. Knowledge and efficiency increase with each phase, and every new project will be more successful than the last.

Illustrations by Jack Gordon

"How do we develop volunteers? Generally our first choice is for people who are already interested in the college . . ."

BUILDING YOUR WORK FORCE

How do we develop volunteers? Generally, our first choice is for people who are already interested in the college: trustees, previous donors, alumni, or parents. In most cases, they already have a stake in St. Norbert.

But we don't neglect other candidates. We encourage people with slight previous interest in the college to become active participants. We aim for volunteers with prestige in the community, those who have easy access to their peers and to local leaders.

Throughout this phase, the cooperation and leadership of the college president are essential. The president exerts a powerful influence in securing the participation of influential volunteers. Without these people, the volunteer effort is uneven and weak. Quality, not quantity, is most important.

INVOLVING THE VOLUNTEER

Once your volunteers have been recruited, they need a training or involvement program. If your college is like St. Norbert, you probably have a mixed bag of folks ranging from the enthusiastic and experienced trustee to the diffident recent alumnus.

After a volunteer has accepted the responsibility for making a solicitation call, he or she suddenly realizes how little he or she knows. Sure, you need more endowment for student aid, the volunteer reasons, but why should it come from Mr. X or the XYZ Corporation? What will lead the prospect to give to St. Norbert rather than to all the other worthy causes clamoring for support?

Your meetings with volunteers, therefore, should focus on "why" rather than "how." Although newsletters can do this, personal encounters with college staff, and particularly with the president, are unbeatable. Careful presentations of the college's case by the president and by enthusiastic trustees can transform uninformed volunteers into polished fund raisers.

THE SOLICITATION BEGINS

If preparation has been careful, the process of solicitation follows naturally.

No volunteer should be given more than four prospects with whom to work. Always offer your volunteer all the assistance he or she wants. Most of the time, the offer of assistance is enough, but be prepared to follow through if he or she takes you up on it.

An important but often overlooked point is that your volunteer should be his or her own first prospect. It's another motivator to cement commitment to the success of the campaign.

Organize the volunteers into groups to develop plans. Perhaps the most important committee is the rating group, the one that responds to the volunteers' question, "What kind of a gift should we hope for?" The rating committee evaluates corporations, foundations, and individuals according to their potential and desire to give, once their interest is aroused.

The college generally provides its

rating committees with all available public information, such as 990R tax forms. Committee members add their personal knowledge, which is particularly important for corporations and individuals. There are other information sources available for foundations.

Prominent business leaders, lawyers, bankers, tax accountants, and investment counselors are usually recruited for the rating committees. Limit participation to three to five of your top people. Meetings should be confidential.

The end product of the rating committee is the hoped-for gift. The committee, not the volunteer solicitor, should do the rating. Don't focus a major effort on the small contributor. Your workers' time is too valuable. Decide the cutoff point of the hoped-for gift. Gifts smaller than this do not warrant the effort of a high-powered volunteer. If you wouldn't ask your president to call on a prospect, don't ask a corporation president to do it. Your volunteer will quickly become discouraged if the return is too small.

Don't judge the volunteer's effectiveness by the size of the gift. You should be prepared to encourage the disappointed volunteer when the anticipated contribution of $50,000 turns out to be $10,000 spread over a five-year period. This may very well be a good gift from that particular prospect.

Also remember that a fund raiser in a limited shop has to make maximum use of the time. He or she cannot devote long hours to patching up weak spots in the campaign. Rather, he or she should concentrate on making the already successful portions more so.

This means that the college pro can't spend much time with a volunteer worker who isn't producing. It's better to spend the time where your efforts will be productive. Sooner or later, you will probably have to suggest to the ineffectual worker that he or she might be more useful elsewhere while new people cover the prospects.

Communicate

In any successful operation, communication is vital. Be it through personal visits, or frequent telephone calls, you've got to stay in touch with your volunteers. Interest flags all too quickly when you neglect your workers. It's essential to report to volunteers on a continuing basis. At St. Norbert, we generally communicate through committee meetings, personal conferences, and newsletters.

Committee meetings can provide group support. Volunteers report successes, failures, or frustrations, and this shared experience bolsters morale. Committee meetings are a good time for brainstorming, and you may get some excellent feedback.

But take care that your committee efforts don't go awry. Initially, we relied heavily on group volunteer meetings and didn't give our workers enough individual attention. Our groups ranged from four to 12 members, and we thought we'd be able to touch all bases in these sessions. We couldn't. We also counted on the individual group chairmen to follow up on their workers; often they didn't, regardless of their good intentions.

Many times, the volunteer didn't want to raise questions in committee that he or she would freely discuss in private with the development director. These included incidents he or she felt might be embarrassing to the college, the prospect, or the volunteer. It soon became apparent that we needed personal visits.

A well-prepared newsletter will produce results with volunteers. Even if they are alumni, they may have a foggy knowledge of what the college is like today. They may present the college poorly or get hung up on technical points (or even on general college philosophy) when talking with a prospect. But if volunteers have in hand material that tells what the college currently stands for and what the money would be used for, they will do a better job.

As a college professional, you had better know what you are doing and be able to communicate it on a regular basis to your workers.

If your efforts are successful, your campaign will snowball. You'll become more adept at organization and the funds will mount. As you become more successful at getting gifts, you will improve the number and quality of your volunteers. Donors who have a dollar interest in the campaign will get caught up in the activity and become your best volunteers. Soon you'll discover you're really rolling, picking up speed all the way.

How can your small college set the snowball in motion? Think big . . . but start small. CASE

THE ART OF ASKING

Illustrations by Guy Schum

GETTING PSYCHED

A Volunteer's Guide to Asking for the Major Gift

By W. Noel Johnston

Some volunteers enjoy asking others for money. This piece is not for them. This is for the great majority of us who find the task discomfiting.

As in most human activities, a great part of your success in solicitation rests upon the attitude with which you approach the enterprise. In approaching a prospect for a gift, nothing has a more positive effect on a solicitor than feeling comfortable. And nothing brings that comfortable feeling more quickly than a strong belief in the project. Faith in the project frees you to ask for the gift, because it means you're not asking for yourself. You're asking on behalf of a cause that is greater than you are. That is a good feeling.

Here are some tips that can help you approach your task in greater comfort.

1. Believe in yourself. You were chosen to make a particular contact because you are the best person to do the job. Your institution's staff made that determination on the basis of your personal relationship to the potential donor, the interests you have in common with that person, your geographic proximity to him or her, or other criteria that establish a common bond.

You were chosen because of your personality, leadership abilities, interests, and prestige. Any or all of these elements can contribute to successful solicitation efforts.

2. *Believe in the project.* When you approach a prospect for a gift, nothing will give you more comfort than having a strong belief in the project. Your faith in your reason for making the solicitation will be evident to the donor. If you back that belief by a gift of your own, prior to making your call, you will have a much greater psychological edge.

3. *Know your project.* Belief in your cause stems from knowing it. It is not enough to know about the institution in general. You must take the time to learn something about the specific project for which you are soliciting funds. If you don't know the answer to a question, don't be embarrassed. You don't have to be an expert. Just be sure you get back to the prospect with the answer as soon as you can.

You can use this article as a training tool for new and experienced volunteers. Order reprints for $35 per 100 copies from CASE Publications Order Department, P.O. Box 298, Alexandria, VA 22313. This modest investment will pay big dividends by making your volunteers more comfortable with asking for major gifts.

4. *Know your prospect.* The development staff of your institution should give you some information, including: the prospect's ability to give, his or her past relationships with the institution, demonstrated interests, and personal activities. Then, early in the interview, you can mention some of the things that you have in common. This helps to put you and the prospect at ease.

5. *Tailor your presentation to the prospect's interests.* Sometimes there is direct interest, as when you ask a book collector for money for a rare books room. In other cases, the relationship will be more abstract, as when you ask the donor to support an independent institution because he or she believes in free enterprise.

6. *Be a good listener.* If the prospect wants to talk, let him or her do so, unless you feel the prospect is deliberately leading you off the subject. Listen to, but don't introduce, negative topics, such as inflation, recession, real or imaginary gripes against the administration, or the uncertain future of institutions like yours.

Allowing some discussion may help the prospect develop enthusiasm for the project. At the least, you can pick up some clues to the prospect's interests or objections.

7. *Be your own charming self.* Many solicitors who are successful in business and graceful in social contacts freeze when they make fund-raising calls. Just use the common sense technique that makes you effective in your own element. Remember, your institution chose you to make the call because of who you are.

You don't have to adopt a mask of detachment. Be polite, but not obsequious. You are a peer, so act like one. You'll have more fun and do a better job by being yourself.

8. *Ask for a specific amount.* Confer with staff members to determine this amount before you approach the prospect. Your solicitation will sound more personal, and you'll give him or her something specific to react to.

9. *Ask for enough.* Remember, no donor gives more than he or she can, and most people give considerably less. The trick is to aim high—not so high as to be ridiculous but high enough to challenge and flatter your prospect. A donor will reduce the request to a manageable figure, if necessary, but history records few instances of a prospect giving *more* than the amount requested. You don't make a friend of the donor by letting him or her off lightly. Instead, you may give the impression that your cause isn't important.

10. *Remain positive.* There's no reason to feel embarrassed about making a solicitation call for a good cause. If your attitude is apologetic, the prospect will think your cause is not important.

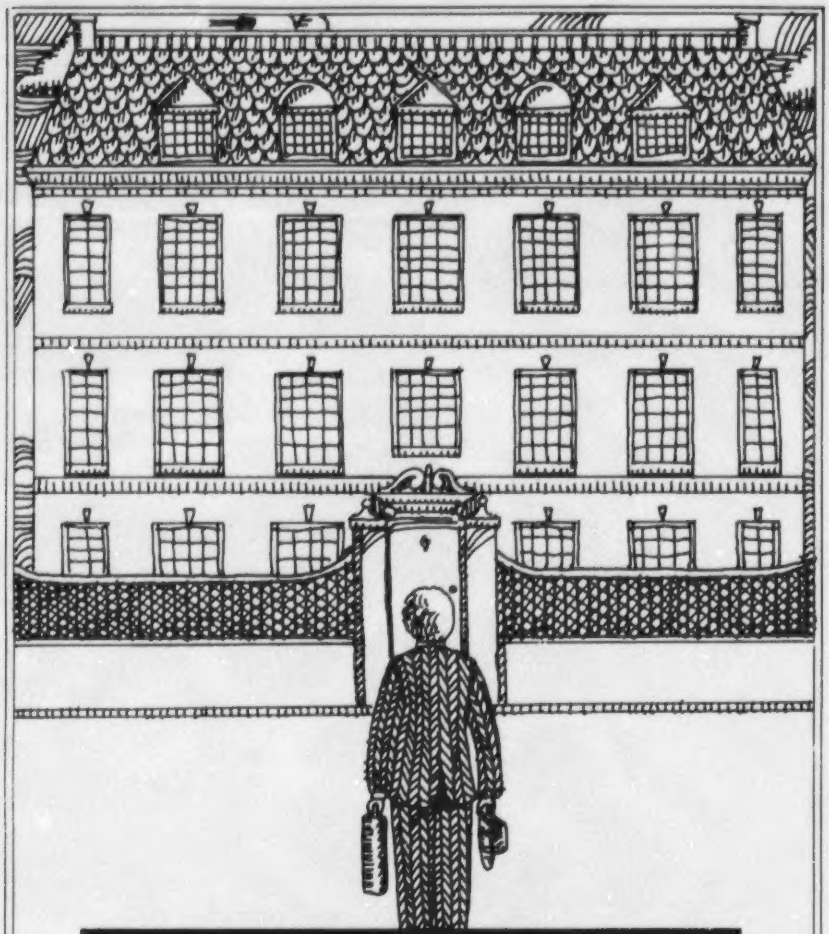
Avoid mentioning negative circumstances. Every person of means is aware of the factors in our economy and society that make it difficult to give money. Don't underscore these factors in the prospect's mind by bringing them up.

Take the attitude that you are offering the prospect a chance to participate in a worthy cause or project. Be enthusiastic. Let your own commitment show through as you talk.

The result of your call will be positive, even if your prospect says "no" to your request. And remember — there will certainly be another day.

You are essential to the success of your institution's fund-raising effort. After your first successful calls, you'll begin to experience satisfaction. You'll feel good not only because you're serving a good cause, but because you enjoy developing another aspect of your own personality. Good luck!

W. Noel Johnston is a partner with the firm Ross, Johnston & Kersting, Inc. Located in Durham, North Carolina, the firm provides fund-raising counsel to nonprofit organizations.



GETTING TOGETHER

How to Call on a Prospect

By Ralph A. Jones

After all the laborious preparation of your case statement, all the creative handiwork of your publications, all the hard digging of your researchers, all the careful matching of cultivator to prospect, the time comes for a certain face-to-face meeting with the prospect. It's known as "the call."

While occasionally a large gift or bequest comes from a donor no one has ever called on, such gifts are few and far between. Because the call is an essential, indeed the quintessential, element in obtaining major gifts, you should pay a great deal of attention to preparing and effecting that vital encounter.

Of course there are some basic rules. Any development officer, with or without a charismatic personality, can apply them in making a successful call.

1. *The case.* Know thoroughly your institution's case: Why it wants the gift and how it intends to handle it. Know too, who else you're approaching, how large a gift you will ask the prospect to consider, when you can expect the gift or pledge, and what recognition you will give the donor.

2. *Prospect identification.* You can never know too much about a prospect: A small fact may be the key to a successful visit and a lasting relationship. Simply mentioning that you are aware of the prospect's interest in a certain subject may make you a friend for life. From then on, the prospect feels you are truly concerned with his or her total welfare and not just trying to extract money. If you tell a prospect you are aware of one or two personal facts, such as having seen his child on campus recently, you'll have at least a successful opening approach.

3. *Purpose of the call.* If you research and analyze your prospect list, you'll discover many who have the capacity to make the size of gift you're seeking. Your task becomes one of instilling motivation. Motivating a prospect may be the entire purpose of your call. Or your purpose may be simply to learn a prospect's gift capacity. Is this your first, second, or third call? Is this to be the call when you are actually going to ask the prospect for a gift?

The primary purpose for the call determines nearly everything else about it: the best place to meet; the best time; how long the meeting should last; how you open, proceed, and close; and even who should do the talking.

4. *The right caller.* The nature of the case to be presented, the identity of the prospect, and the purpose of the call determine who should make it. There are two types of callers: staff people, including the president, and volunteers, including trustees. A staff person, because of his or her close identification with the institution, should have a thorough understanding of the program or cause needing support. A volunteer, because of his or her voluntary status, can display enthusiasm and develop a closer rapport with the prospect. The staff must equip volunteers with all information about the program that conceivably might interest the prospect.

5. *A typical call.* Assume that you're the caller and you're well prepared on the purpose of the call and the background of the prospect. After greeting the prospect, it's well to break the ice with a little small talk. If you want to obtain a pledge, the next step is to briefly review the project you are asking the prospect to support.

The script might go this way: "As you know, the college, as part of its current capital campaign, is seeking to establish an endowed professorship in the humanities. Such professorships these

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days require at least $1 million to generate an income of approximately $75,000, which would cover a distinguished professor's salary and benefits, a secretary, office expenses, research materials, and possibly a part-time graduate student research assistant."

This review shows your prospect your confidence in your mission. It will also focus the prospect's attention on the reason for the visit. (Of course you should also have given the prospect a description of the project well in advance of the call.)

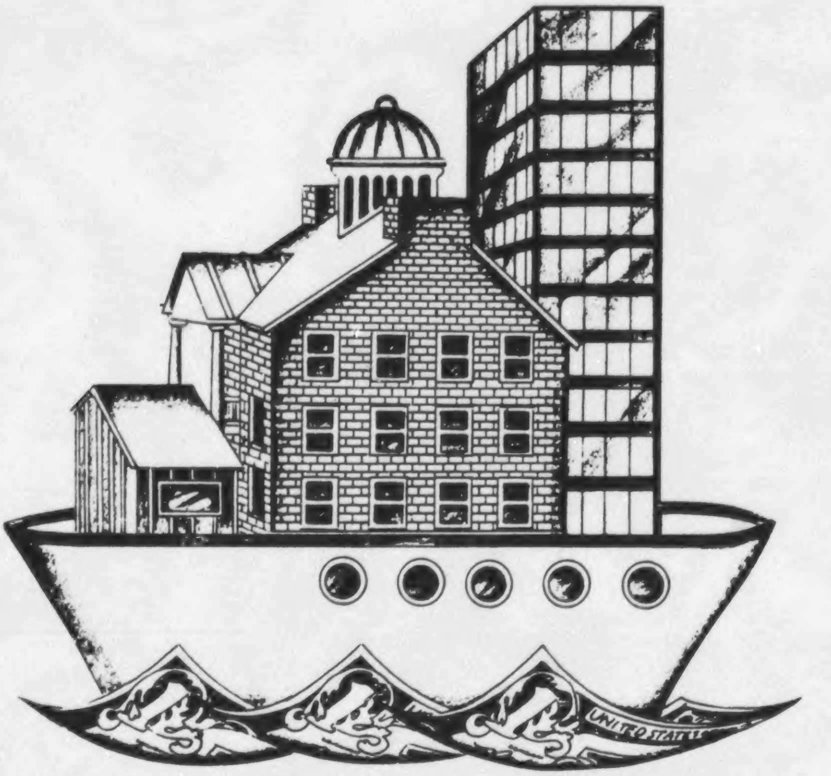
At this point, the prospect may acknowledge having read about the project. Maybe he or she will ask some questions about it: "How many other professorships does the college have? In what fields? How were they established?" And so on.

By the midpoint in the visit, you should make "the ask": "I wouldn't have asked for all this valuable time in your busy day only for a general discussion. My purpose for coming to see you today is to ask you to consider a pledge to create a named professorship in the humanities."

At this point you should pause and let the prospect respond. The pause is all-important. Wait. Say nothing until the prospect speaks.

Assume the prospect is flattered to be asked and agrees to consider the request. Now it might be fruitful for you to point out some of the benefits to the donor: "The professorship will be an eternal monument to your name and to your generous relationship to the college." Or, "Such a gift would provide you with substantial income tax and estate tax benefits." Or, "This gift would assure present and future students of high-quality instruction in an important area to the college, and such a gift would help the college's financial situation greatly by providing significant budget relief."

Don't be disappointed if the prospect asks for time to consider your request. Actually, that is an encouraging sign. Agree to be patient, but suggest a time for another meeting.



Don't even be disappointed if the prospect says he or she can't contribute the amount you requested. Suggest that he or she consider a pledge for part of the amount and a deferred gift for the balance. From a deferred gift (such as a pooled income fund, unitrust, annuity trust, or gift annuity) the donor and his or her close family can receive income during the years ahead and get a present income tax deduction.

Finally, if the possibility of combining a pledge and a deferred gift fails to secure a commitment, fall back on another project in the capital campaign requiring a somewhat smaller gift: "Would you consider contributing to an endowed scholarship fund or establishing a library acquisition fund?" Persist in a pleasant but brief fashion, then leave. No call, except one involving a meal, should last longer than one hour.

6. *Follow-up.* Even if your call failed to achieve its purpose, you should never fail to send a thank-you letter. You should view this letter as an integral part of the call itself, so write and send it promptly. Many development officers on lengthy business trips dictate follow-up letters to their offices to be sent while points are still fresh in the caller's and the prospect's minds.

Next, prepare the call report. Again, development officers often dictate these while on trips.

7. *Others kinds of calls.* Not all calls are face-to-face in a prospect's home or office. Successful calls can take place on your campus, at an alumni gathering, over the telephone (don't forget to make a call report), or even in a personal letter or post card. Indeed, a friendly, newsy letter or post card can achieve excellent cultivation by breaking down the barriers often encountered when you're dealing with a stranger.

A development officer or motivated volunteer should never shy away from making a call. Yet you shouldn't make unnecessary or pointless calls — no institution can afford a staff large enough to do that. Everyone on a staff should have specific call assignments.

When all is said and done, the best part of development work comes right down to "the call." No phase of development work is more important than knowing whom to call on, why, and how to obtain the best results.

GETTING TO THE POINT

When, Why, and How to Pop the Question

By Edward G. Coll, Jr.

Legend has it that while touring rural Ireland in his declining years, Andrew Carnegie developed an intestinal problem and went to a local hospital administered by nuns. He quickly recovered, and on the evening before his discharge the Mother Superior paid him a visit. She acknowledged his international reputation as a philanthropist and asked if he would give the hospital $5,000. Grateful for the excellent care he had received, Mr. Carnegie quickly said yes.

Edward G. Coll, Jr. is president of Alfred University, a private coeducational institution of 2,200 students located in Alfred, New York. Previously, he served as vice president for development affairs at the University of Miami in Coral Cables, Florida.

The next day, as he prepared to leave the hospital, he saw a copy of a local newspaper with the headline, "Andrew Carnegie Gives Hospital $50,000." Immediately the Mother Superior rushed into his room and apologized for the error. It seems a young nun had added a zero when she reported the amount to the local editor.

His reputation at stake, Mr. Carnegie analyzed the situation and told Mother Superior that a correction wasn't necessary. He would increase the original pledge to $50,000, but in return the hospital would have to mount a plaque in its lobby. He said the check and plaque would be mailed to her soon. When the plaque arrived, it was inscribed: "And When I Was Sick, You Took Me. . . . Andrew Carnegie."

The Mother Superior was skilled in the concept of "the big ask." Her embellishments to the concept are questionable from an ethical point of view, but they suggest she knew her prospect well. She also knew the importance of "donor intelligence" — the information you need to increase your chances of getting your prospect to say "yes."

Professional fund raisers use the term donor intelligence so often that it has almost become trite. But it's the foundation on which we build all major gift solicitations. Donor intelligence is an upside-down pyramid you must construct before you ask for a contribution. Starting with the prospect's name, you build your pyramid by adding information about him or her. When you finish the pyramid, you should know a lot about your prospect.

Getting the facts

Accumulating financial information on a special gift prospect has become more difficult because of the various privacy bills enacted by Congress and by state legislatures. You must secure financial data from friends and associates who are familiar with the prospect's financial interests. Banking and business contacts are also helpful. So is knowing what the prospect has given to other charitable or religious institutions. Lawyers and accountants can also play a significant role in the intelligence network.

Your approach

After you assemble the intelligence profile, you must consider the timing of your request, the amount to ask for, and the interests of the prospect. Timing is always crucial. For example, asking prospects for major gifts in January or when taxes are due has seldom been successful.

The amount of cultivation you direct at the prospect also affects timing. You should never ask for six- or seven-figure gifts without previous cultivation, which includes discussing with the donor the institution's needs and the role private philanthropy must play in meeting them. You must make prospects aware of other major donors to your institution through publicity, conversation, or involvement in your campaign. These prospects must sense that, when the time comes to discuss their commitments, you are going to ask each for a leadership gift.

How much?

Writing goal figures beside the names of individual gift prospects is a good technique. To set campaign goals, you must know the potential of your base group. However, you must establish these goals carefully and in concert with those who are most familiar with the prospect.

Don't believe the old adage, "You never insult anyone by asking for too much." Like many other professionals, I have sat in solicitation meetings in considerable discomfort as I watched the shocked look of a prospect who had been asked for an amount beyond his or her capabilities. The prospect may quickly become defensive. His or her only objective becomes to end the solicitation quickly and be relieved of the embarrassment.

Conversely, I have also found that you can influence donors to increase their gift level if you originally ask for less than what they can afford to contribute. Even if you hit the perfect amount on the nose, you will still have to persuade the prospect that your appeal is worthy and that your institution will be a prudent steward of the donor's money. The person requesting a gift should stress these points and not leave it to the prospect to ask questions seeking that reassurance.

What turns on your prospect?

Virtually every prospective donor has a special interest. It's unfortunate that we don't get more gifts for unrestricted use so that the contributions can have a global impact on the institution. However, reality suggests that you pay considerable attention to the interests of prospects, since these areas will have the greatest appeal to the donor.

If you have an effective intelligence network, you will learn the prospect's interest areas. It's up to the development officer and the administration to devise a solicitation plan that acknowledges the donor's preferences. It makes little sense to ask an athletics booster to support a campaign for the library and vice versa, regardless of how compelling the needs might be.

Cultivating interest

There is no substitute for cultivating a prospect's interest in your institution. Twenty years ago an experienced colleague shared with me some advice that I follow to this day: "People who dislike you will give you nothing; people who know little about you will give you little in return; only those people who know you and like you will support you. We are involved in fund raising; we are involved in friend raising. Raise friends and you will raise money."

Cultivation is the process of raising friends. Any development officer who misses a cultivation opportunity for his or her institution jeopardizes the potential friendship of a possible donor. Cultivation of major gift prospects involves the president, the development officer, trustees, alumni, faculty, students, and friends. These people can give him or her a favorable experience involving your institution. Channel your energies into friend making, learn everything possible about potential friends, and the results will speak for themselves.

Popping the question

After you complete your intelligence network and cultivate adequately the prospect's interest in your institution, you're ready for the "big ask." If you have prepared properly, you have invested a considerable amount of time, energy, and resources in your solicitation. Making a major mistake at this juncture will be costly and frustrating.

Here are the steps I follow in setting the stage for the "big ask."

1. *Have your president call personally for the appointment.*

2. *If possible, avoid luncheons or dinners in public clubs or restaurants.* If your intelligence data suggests a meal is the appropriate occasion for the solicitation, invite the prospect to your campus or to the president's house, or suggest the prospect's home.

3. *Invite the appropriate volunteer to accompany you and the president.* The volunteer must be knowledgeable about your institution and the nature of the appeal. He or she must be someone the prospect admires and respects.

4. *Rehearse your solicitation technique before the actual meeting.* Share with the team all information you have gathered on the prospect and the precise nature of the appeal. Each team member should have a specific role to play in the actual solicitation.

5. *Once the meeting has started, don't linger.* Put the small talk behind you and quickly get to the point of the meeting.

6. *Review with the prospect the progress of your campaign or the need for the project for which you are seeking help.* Discuss openly other major gifts to your institution and the impact each has had on the school. If you are conducting a formal campaign, review all facets of gift support so that the donor comprehends the range of your appeals and the broad base of support you are receiving.

7. *Start the solicitation.* Explain in sufficient detail the impact of the prospect's gift and the role it will play in improving the institution. Give the prospect opportunities to ask questions and express opinions. Be forthright and completely honest in your answers. If the donor asks a question for which the team has no answer, say so and promise to get the information.

8. *Ask for the gift.* If you have prepared your solicitation properly, both you and the prospect will know when the time has arrived to ask for the commitment. Ask for the gift in a positive and enthusiastic manner without any trace of apology in your speech or mannerisms. Sell the prospect on the importance of his or her participation and the impact the gift will have in securing major gifts from others.

9. *Get a decision as quickly as possible.* Major gift commitments seldom happen on the spot. If the prospect needs time to discuss the gift with his or her family or financial advisers, set a specific time for a member of the team to contact the prospect for a decision. Don't let passing time erode the effect of your appeal.

10. *Thank your prospect regardless of the decision.* If you have been successful, expressing appreciation is easy. If your efforts were unsuccessful, don't be discouraged. A prospect may decline an appeal today only to respond favorably later to a different solicitation.

Remember, you are raising friends. Your effort should end with having made another institutional friend, regardless of your success or failure in obtaining a gift. **case**

Public relations:

Volunteer voices in the field

A nationwide PR staff

BY CAROLYN SMITH PASCHAL
Director of Public Information
Stephens College

"It's the idea of the century," says one 30-year veteran of educational PR.

It's a simple plan, built from an adage about success: "It's not so much *what* you know as *who* you know."

The idea is the Alumnae Media Advisers Program at Stephens College, and its advocate is Peggy Neubauer Burris, director of Cedar Crest College's office of information. A woman to heed, Burris was one of 15 nominees for the National Federation of Press Women National Woman of Achievement Award in 1975.

"The Media Adviser Program," Burris says, "gives Stephens a nationwide public relations staff with a wide variety of experience and media contacts. The alumnae media advisers are only a telephone call away from the Stephens Office of Public Information, and are usually ready to help on a moment's notice."

At Stephens, our version of this idea is a corps of alumnae who range from print and broadcast media professionals, public relations and advertising specialists, artists, designers, and photographers to nonjournalists with media contacts.

I began the program in 1973 by searching for potential media advisers. The Alumnae Association Board helped identify initial participants, but now the identification process involves faculty members, administrators, media advisers, and other alumnae.

I contact "nominees" by letter, telephone, or in person; explain the program; and invite them to participate as their time and talents permit. We have compiled a directory of addresses, phone numbers, skills, and contacts, giving us immediate access to talent in the metropolitan areas of 33 states. We are constantly adding media advisers—117 alumnae are currently involved.

We train, encourage, praise, and motivate our alumnae media advisers through regular correspondence, mini-workshops conducted during public relations trips, and major workshops held during alumnae conferences.

During the four alumnae conferences held since 1974, the alumnae media advisers heard experts' advice on getting their Stephens news accepted and used. Some of the topics have included: "Press Rules: To Follow and Forget," "Breaking into Broadcast," and "How to Avoid the Editor's Wastebasket."

The list of media advisers includes such professionals as a financial editor of the *Los Angeles Times*; a fashion editor of the *Dallas Morning News*; an account executive of D'Arcy-MacManus Advertising Agency; television station directors, producers, and reporters; newspaper reporters; and an actress. Non-journalists with important media contacts also give invaluable service.

The media advisers perform varied functions for Stephens. Here are just a few of our accomplishments.

- Stephens and Saks Fifth Avenue co-sponsored a fashion show in New York this spring. Fifteen Stephens alumnae, including nine media advisers, organized the show for media, alumnae, prospective students, high school teachers, and guidance counselors in the greater New York-Philadelphia area. In addition to generating wide news coverage, the event helped alumnae and board members increase their involvement in the college.
- An advertising artist and designer, who is also an alumnae media adviser, used her skills to do advertising for Stephens. She also worked with college administrators on choosing Stephens' new logo.
- Last year, when "Stephens in Concert" toured the northwestern states, a Seattle media adviser arranged advance coverage for the performances and coordinated an evening concert for alumnae and prospective students. She also took the group to area high schools to meet with prospective students.
- Stephens' media advisers have been especially valuable in publicizing our new University Without Walls (UWW) program, an off-campus learning opportunity for people beyond the traditional college age. In St. Louis, for example, two media advisers—a public relations worker for the state Republican campaign and a former television director—arranged coverage for the UWW seminars. As a result of their efforts, enrollment in the two scheduled seminars exceeded our expectations, necessitating a third seminar to accommodate the overflow.
- A New Orleans potter, author, and Stephens media adviser helped build awareness of our UWW program by giving cocktail parties for area notables, educators, and students. Her efforts helped produce widespread coverage: a full-page feature article with a photo in *The Times-Picayune*, television news coverage on WVUE-TV, articles in Charity Hospital's in-house magazine and the *Louisiana State Medical Society Journal*, and an address by a Stephens faculty member to the convention of the American Society of Physicians and Surgeons in New Orleans.
- A second New Orleans media adviser, women's editor of the *East Bank Guide* newspaper, wrote UWW-related stories for suburban newspapers.
- Media advisers pave the way for faculty and administration visits to targeted recruiting areas. After we contact members in a target city, they either work directly with the media, setting up interviews and press coverage, or give us names of people to contact.

Success has silenced initial college administration skepticism. As a result, the program has grown from an unfunded, fledgling activity using 30 alumnae, to a budgeted, 117-member program. Administrators recognize that the program attracts alumnae who have never supported the college, as well as those who have been involved in other Stephens' programs for years. It appeals to alumnae of all ages.

In addition to helping the college, alumnae thrive on the knowledge they acquire from each other through the program. It allows alumnae to help their alma mater through non-monetary means.

Furthermore, we have noticed that as the media advisers become involved in the program, they often donate money and help recruit students.

Alumni boost media coverage

Phillips Academy, Andover, enlisted a Media Advisory Committee last year to help the school get national media coverage of Andover's 200th birthday.

Six months before the birthday celebration, the campaign's associate director and the director of public information met in New York with the committee. It consisted of eight alumni and a parent—men and women in advertising or publishing, and the public information director for a university's campaign. We had previously given them extensive background information. Together we mapped strategy for getting Andover into the national media in time for the 200th celebration, midway through its three-and-a-half year fund campaign for $50 million. They advised us which media to approach and how, gave us entrees to the editors they knew, and telephone advice in the weeks that followed.

We were successful. Andover got two pages of story and photos in *Time*, two pages in *Newsweek* with a number of color photos, and in the *New York Times* a half-page story and photo under a full banner headline, in addition to regional and local publicity. All of this happened between April 30 and June 5.

Alumni committees cannot "put a story" into publications of this caliber, fortunately, but we know that the help of these topnotch professionals opened some doors so that Andover's story got an attentive hearing. The rest depended first on us, then on the impression the school made on visiting reporters.

One reason these alumni in communications may have been so responsive to us: Andover had come to them for advice before. Several of the Media Advisory Committee members had been members of an Alumni Visiting Committee invited to the campus for a critical look at all of Andover's communications two years before (CASE CURRENTS, July, 1976). They helped us centralize our publications and review our communications goals before the campaign began. Asking them to help us with media coverage for our 200th birthday was just dropping the other shoe. HELEN M. ECCLES, *Public Information Director and Editor*, Andover Bulletin.

May 1979

Alumni help communicate

BY ARTHUR W. BRODEUR
Director of University Relations
Cornell University

Alumni volunteers are traditionally fund raisers, board members, job counselors, and student recruiters. At Cornell, they're also communications consultants.

Under the leadership of two active alumni volunteers, the creative talents and expertise of 25 alumni volunteers were brought together to form a public relations advisory committee. The committee was formed by the Cornell University Council, the university's alumni leadership group.

Members of the year-old committee include the president of a communications research firm, chief executive officers of several advertising and public relations firms, an editor of *The Atlantic Monthly*, corporate and product PR people, the New York City bureau chief of Gannett Newspapers, an associate editor of *Newsweek*, an assistant managing editor of *Money*, a professor at Columbia Graduate School of Journalism, and an alumna active in the arts who has a deep interest in educational television.

What does the committee do? It makes recommendations about the flow of information to CU council members, alumni, and other constituencies. To administrators, it conveys alumni opinion about the university's public relations policy. It also advises the university on public relations programing and on effective mechanisms for feedback and analysis.

To use the talent and interests of our committee members most effectively and economically, we involve them in specific causes or interest areas. For example, we've set up subcommittees to work on The Cornell Campaign (the university's five-year, $230-million fund-raising program); media placement; public relations research and planning; local, regional, and national TV; alumni, university, and conference advertising; and use of regional offices and alumni clubs for grass-roots public relations.

So far, the communications advisory group has been helpful in many ways. Members provided important advice and assistance, for instance, in developing a public relations program for the inauguration of Frank H. T. Rhodes, Cornell's ninth president. He received national coverage and, through committee contacts, was mentioned in the "People" section of *Time* Magazine.

The committee also urged the university staff to develop a major press kit for the inaugural. Based on its advice, we designed the kit for media use beyond the date of the inaugural. It included not only standard biographical and inaugural material but also stories on Cornell's research strengths, major facilities, and libraries.

Another committee-inspired project was production of a film about Rhodes and his role as Cornell's new president. Committee member Laurel Vlock, a successful television film producer from Connecticut, worked with the radio, television, and film staff of the university relations office to produce the film. Although we designed it particularly for educational television audiences, it has potential for commercial audiences, too. And we will adapt it for alumni use.

The committee has encouraged us to merchandise Cornell media placements. Members have suggested that our staff keep Cornellians and friends of Cornell aware of the university's placement in national media. Obviously, placement is important to a variety of Cornell constituencies. Not only does it help attract new students and faculty, but it's also a source of satisfaction and pride to alumni. At the committee's suggestion, we send occasional media clipsheets to a variety of Cornell groups.

The committee has produced other less tangible but equally important results. Because of their involvement, committee members—some of our leading alumni—are better informed and more sympathetic to the needs and concerns of the university. Our PR staff is also benefitting considerably. We're improving our skills and trying new things, thanks to the experience and expertise these alumni provide.

March 1978

Getting gifts together

Alumni media experts boost capital campaign

BY DONALD R. PERKINS
Director, Office of Public Information
Wittenberg University

When we launched the "Campaign for Wittenberg," a national drive for $16.7 million, we didn't just seek gifts and pledges. We also asked alumni media experts to donate their time and talents to the campaign's public relations effort. It paid off. These experts significantly helped us raise $13.2 million in the first year of active solicitation.

Map of plan

My challenge was to heighten Wittenberg's visibility in areas selected for active fund campaigns. These areas ranged from Ohio, where Wittenberg is located, to New York City and Chicago. Wittenberg is well known in Ohio, in nearby states, and in some areas in the East and West. But I knew I needed help to penetrate the media in other cities central to the campaign's success. I began looking for advice from alumni and friends of the college.

By canvassing my own memory and those of others, I discovered a number of alumni in media or media-related positions in the target cities. I found other friends of the university who, because of their professional positions, could open media doors.

Form an advisory committee

A few months before we kicked off the campaign, I formed a Communications Advisory Committee and invited its members to campus. They came at our expense for an all-day session.

The eight-person committee included two New York City advertising executives, the head of the Washington bureau of a leading midwest newspaper, the head of the convention and visitors bureau of a major midwest city, an Ohio advertising executive, the business editor of a major Ohio daily newspaper, the news editor of a local daily newspaper, and the news director of a nearby metropolitan television station.

Before the session, I wrote a comprehensive public relations plan that I proposed to use, with the committee members' help, to penetrate media in their areas. Also, I had ready for them all campaign publications plans and the first version of a specially prepared campaign slide show. I told them frankly that they represented time and talent that Wittenberg could not afford to buy. I asked them to evaluate the public relations plan and to help formulate a final version.

Ideas began to fly even during the exchange of backslaps between alumni who had been apart many years. Everyone had a "when you get ready to come to my area, here's what we can do" reaction for me. From the advertising executives, I learned about defining target audiences and using themes and media materials to gain prospective donor attention. They suggested that I attract media attention by planning special events in target areas to honor selected university benefactors who also had high civic visibility.

Wittenberg's PR officers learned to take advantage of the fact that public service time covers not only airing of short information pieces, but also on-site filming of news pieces for college distribution.

I learned the pros and cons of paid advertising for a nonprofit institution. This advice caused us to scrap plans to purchase advertising space as a way of gaining visibility for Wittenberg in major metropolitan areas. And an advertising man helped us improve our campaign slide show.

Arrange faculty interviews

The newspeople suggested that we attract media interviews by having faculty members speak on current newsworthy topics at alumni meetings in campaign target areas. This idea turned out to be pure gold, both in the areas where these alumni could help and in areas where I had to do a cold sell. A political science professor who, as a consultant to the Department of Defense, had participated in arms talks with the Russians, spoke on the Soviet threat in Cuba, Afghanistan, and Poland. A Middle East Expert, who has written several books on Islam, drew well on the alumni circuit. He talked about the Arab-Israel conflict and the Iranian hostage situation. A political science professor who is an authority on the American presidency and political races was a popular speaker at the end of the presidential campaign.

Another hit speaker was an East Asia expert who also had knowledge of Japanese and American business practices. He could speak authoritatively on how Japanese ethics and values have enabled Japan to outstrip the U. S. in automobile production.

In each case, with help from the Communications Advisory Committee, I arranged for interviews of these professors by media reporters in cities where they would speak to alumni. Often, professors spent an entire day making media rounds before delivering evening talks to alumni. Thankfully, Wittenberg's faculty adopted a "we're all in this together" attitude toward the campaign. They never balked at the tight schedules.

Get editorial support

The newspeople on my committee also tipped me off to the value of soliciting editorials supporting "The Campaign for Wittenberg." With the aid of committee members, I arranged for the president to meet with the editorial boards of five major newspapers in a 50-mile radius of the university. These included three major metropolitan dailies. Our experience was eye-opening. A university president had seldom visited writers on that level at the major papers. The editors were eager for news not only about Wittenberg's capital campaign, but also about the state of the private college in general. Visits planned to last one hour regularly ran longer.

When we visited the major metropolitan daily where my committee member is the business editor, his inside work on our behalf was highly visible. The publisher gathered eight editorial and news writers to talk with the president. They not only agreed to support the campaign editorially, but asked the president to return if we needed more help.

All five newspapers published editorials endorsing Wittenberg's campaign. The visits piqued sufficient interest to prompt editorial writers on two of the major papers later to do opinion pieces on Wittenberg's president and his work. I have since placed six op-ed pieces by faculty members in those papers. In the last year a writer for one has produced 10 feature stories that have been picked up by state and national wire services.

Use public service time

From the television executive, I learned that "public service" time covers not only airing of short information pieces, but can be expanded to include on-site filming of news pieces for distribution by a college or university. Over the next nine months, I took advantage of this interpretation by having our executive's station film four news clips about Wittenberg. Twenty Ohio stations, including those in all of our campaign target cities, used the clips.

The clips included interviews with faculty experts on topical subjects. The executive's station provided the time and talent, and I provided blank tapes for dubbing the clip. His station got first use of the clips and credit for over $800 worth of public service time. I spent only $20 each time I reached a television mark[illegible] with news about Wittenberg.

I have been able to get CBS-TV, ABC-TV, and NBC-TV to accept feeds of four other Wittenberg stories, taped on public service time by the committee member's station, to offer to affiliate stations. These are called the "D.E.F." or "Daily Electronic Feed." I learned about them from the television executive who helped me place some tapes and advised me on others. In one case, the retired father of one of our professors was roused from a nap in Chicago when a television station there aired a piece about his son's work in energy education at Wittenberg.

Seek expert advice

The advice of a committee member helped me get ABC-TV sportscaster Keith Jackson to visit our campus last summer. He did a piece on how Wittenberg combines excellent academics and national championship football. The story aired in prime time on the network's college football roundup.

By heeding the guidelines of committee members, I was able to place three stories on Wittenberg in Sunday issues of the *New York Times*, get an interview of a faculty member into *Time* magazine, and place a guest on the "MacNeil/Lehrer Report" on PBS.

Walter Cronkite's "Election '80" series on CBS-TV included a piece on Wittenberg's homecoming parade. The university made the NBC "Today" show when Republican presidential candidate George Bush came to campus. In these last two projects, committee members' knowledge of network operations was invaluable.

Cultivation helps

When it became time to announce the campaign, committee members helped me make it more than a "so what" event for media. The television executive, a former radio broadcaster, helped me get public service time to produce 14 television and 22 radio tapes. Ohio stations aired these in campaign target cities. The TV tapes included footage of the campus, shots of models of two proposed buildings, and a short interview with the national campaign chair.

The radio tapes were made in two lengths for metropolitan and smaller stations. They featured interviews with Wittenberg's president and the national campaign chair. We distributed them to markets in Ohio before the news conference announcing the campaign kickoff. Our earlier contact with news directors had assured use of the tapes.

During the editorial board visits, I had requested coverage of our news conference announcing the campaign. This gesture, and other cultivation visits arranged by committee members, attracted 22 media persons from a 50-mile radius of the university.

Keep the committee involved

Since the first campus meeting, the committee has helped critique plans for campaign public relations activities and campaign publications sent to them by mail. I have also sought their help in solving special problems. They hear about all major publicity "coups" in the campaign (and about the committee member who played a role). And they receive all campaign reports and a special report on my activities. We have also invited them to major university events.

We had a second campus meeting of the committee this spring at Wittenberg to discuss further campaign public relations strategies. A recent letter from the president thanked committee members for their work and encouraged them to remain active after the campaign.

The fund-raising and public relations strategies implemented for "The Campaign for Wittenberg" have done more than raise $13.2 million in one year. Last year, Wittenberg had the highest number of applicants for admission since 1970 (up 13 percent from the previous year). And alumni participation in all university activities is up as well.

For this we can thank a responsible, active alumni committee, an effective PR plan, and lots of hard work. It's a good combination.

Pass out the pencils and get a helping write hand

BY ROLAND GIDUZ
Alumni Editor
University of North Carolina, Chapel Hill

How many of you have spent a week or longer researching and writing an article for your alumni periodical? We all do– or at least we should. So consider how much money and time your office would save if you received that manuscript all ready for final editing from another writer. And that writer just might be even better than you!

Every time this happens, it leaves you free to do something that can't be done by an outsider. You can spend that time developing article ideas, editing copy, or improving the layout.

Too few of us take full advantage of opportunities for publishing non-staff material. You can obtain many excellent articles free. Many others, even if you pay liberally for them, may save you and your hard-pressed budget both money and human resources.

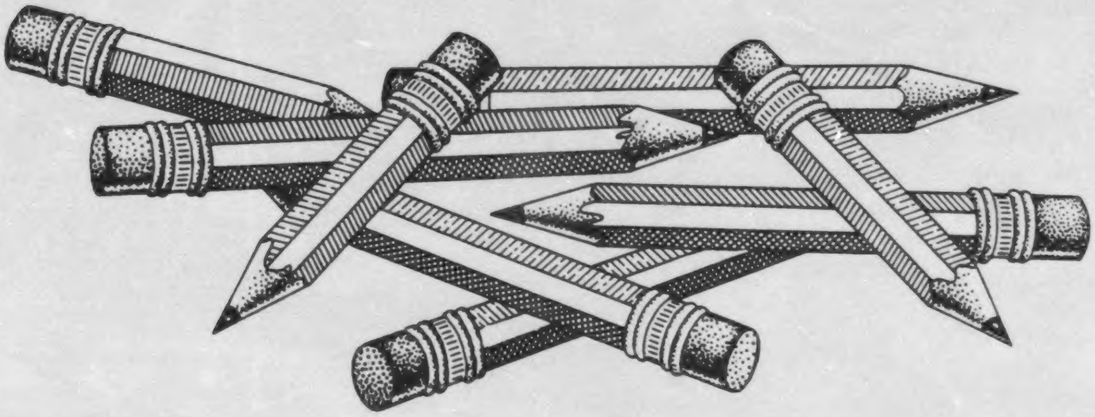
The sources of non-staff articles may seem obvious. I contend, though, that busy editor/writers don't spend enough time considering the possibilities. Our alumni office has used all of the following sources successfully. They are also available to you.

To start with the most obvious, consider buying stories. With proper planning, it may be the best bargain in your entire budget. Most of us pay reasonable sums for special art work, design, and/or photographs. But not as many of us budget money for articles from freelancers, faculty writers, or students. Whether or not you actually spend the money, it is reassuring to have it available. Then you're free to offer a fee when you need to.

One problem in using outside writers is the risk of buying a "pig in a poke." Careful advance negotiations (confirmed in writing where possible) and regular conferences with the writers can avert this.

Many of us have faced the classic problem of faculty authors. Professors have to publish or perish, and they may welcome "even alumni magazine articles" as listings on their *vitae*. But you may wonder whether, despite their Ph.D.s and extensive professional publications, they can communicate effectively with your alumni readers.

When you pay faculty members for their articles, you have the prerogative of using or not using the manuscripts after you have read them. You might even consider offering half payment on receipt of the manuscript and the other half on publication. But the keystone to the whole arrangement, still, is advance planning. This includes asking for a story outline and holding conferences during the writing. This will definitely save you time and result in a better end-product. At least, it will pre-



61

vent your acquiring a written albatross.

Student writers can do a good job for you on contract writing. Many of them are even more eager to have their work published than are faculty members. They need the experience and published stories can mean a lot to them in job hunting. As a result, they may work even harder than you would in perfecting a good article.

I suggest that you'll do best in commissioning articles from students whose work you have read. You'll be well advised to seek teachers' recommendations, too.

Tell a student writer *precisely* what you want, what you will pay, and, most important of all, what the deadlines are. This means the deadline for the first draft as well as for the final copy.

Journalism students are naturals as non-staff writers because most of them have to turn in published articles for their course work. Early each fall, I lecture at a feature writing class and present story ideas to the students. This usually yields several articles.

As an example, we contracted with a black student for a survey article, "Blacks at Chapel Hill." This was one we'd long felt needed to be written. Authorship by a black student, we felt, lent credibility to the piece.

She wrote the article over a period of three months. During that time, we had a half-dozen conferences with her. When she turned in the final manuscript, we did some rewriting, which she approved. The result: a well-done and significant article.

From this and a few less salutory experiences, we have learned the value of making it clear to the writer that, in return for fair compensation, we reserve the prerogative of rewriting as we deem necessary. We also reserve the right not to publish an article that doesn't meet our standards.

With student writers—or any outside writers, for that matter—it helps if you can give them a tearsheet showing the kind of article you have in mind. You may find a good example of what you want in one of the alumni publications that comes in your mail. That's one of the real benefits of regularly scanning your exchanges.

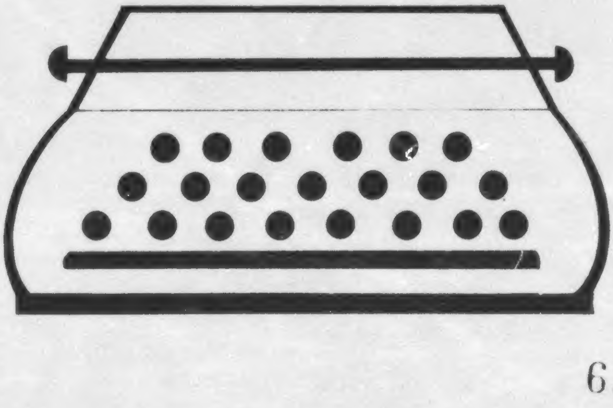
You probably know the sources for proposed articles better than do most of your writers. Therefore, I suggest that you furnish a list of sources (books, articles, or interview possibilities) and a story outline. Putting an outline in writing gives you something to check against when you confer with the writer at various stages of production. The key is keeping in touch.

Here are some other non-staff sources for your alumni publication:

Speeches. Yes, speeches—but on *your* terms and adapted to *your* audience. Some of our better articles started out as speeches before alumni chapter meetings. One good one was by the undergraduate admissions dean. But we edited all of them severely to adapt them to article form.

I submit the final manuscript to the speaker, who usually approves it routinely—and with appreciation.

Features from other media. There's no need to be distraught if a newspaper or other general interest publication publishes an article that you'd been wanting for your alumni constituency. Analyze just what proportion of your readers probably saw the article. Chances are it will be small.



With permission and possibly a little adaptation, you can reprint and quite likely improve on the story. Whether or not you have to pay for reprinting—and you probably won't—you'll still save money.

In one instance we picked up and used, with adaptation, the transcript of a TV program. It made quite a readable feature, illustrated with a photo of the TV show as it appeared on the viewer's screen. Some national magazines and even United Press International have given us *gratis* permission for partial or total reprinting.

Alumni authors. Our own alumni afford an obvious pool of writing talent. Why shouldn't our good readers also be our good writers? We look for topics that will be of special interest to our alumni readers—that is, stories that interest them *because* they are alumni.

A "for instance" was an article we'd long hoped to have—one written by the latest of 21 Chapel Hill alumni who have been Rhodes Scholars. By advance arrangement, the alumnus/scholar submitted a lively article with good photos (set up and made following our careful instructions) comparing college life at Oxford and Carolina. We did a fair amount of rewriting, then submitted the revised text to the writer. He promptly approved it—and thanked us.

Campus news writers. The care and feeding of campus news office writers should be a regular part of an alumni editor's duties. After all, our magazines, newspapers, and newsletters may provide their biggest single bloc of immediately interested readers.

By maintaining good relations with the campus publicists, you will find opportunities to present ideas to them which they will then write for you—or at least for your initial use. These articles will probably be free.

Because we at UNC recognize the value of the campus news office staff to our alumni newspaper, we have a full-scale planning meeting with them before each edition. It pays off.

If you are doing your job well, your usefulness and your work load will increase each year. Using non-staff writers is one way to cope with that increase. After all, we need all the good help we can get. case

Tapping student talent

How to get the best from the brightest

BY PATRICIA ALBERGER

You see them every day on campus—studying in the library, hurrying to classes, relaxing on the mall. But you may be overlooking something important about the students at your college—how their energy and enthusiasm can work for *you.*

"In addition to the extra work at minimal expense to the college, there are major advantages to involving students in your advancement work," says Donald E. Brown, vice president for development, Hartwick College. "You provide a meaningful work experience for the students and help them prepare for future careers. Their enthusiasm for their jobs spreads to their friends."

Through their work, says Brown, students gain "a better understanding of what the development and PR offices do. We expect to graduate some prime candidates for future alumni and leadership positions."

Here's a look at how five institutions use students to supplement their staffs, either as volunteers or paid employees.

Inspiring interns. Hartwick turned to student help when it faced the problem of staffing a major capital campaign while continuing its annual fund activities. "Until that time we had successfully used part-time student help under the college grant and work-study programs, but the students had done routine office tasks," Brown explains. After noting that many of them had special skills, however, the advancement professionals decided to appoint four students as paid development and public relations interns.

A senior English major now helps the alumni magazine editor by writing feature articles and also does news releases for the PR director. A junior political science major prepares drafts of foundation and corporation proposals and edits a quarterly newsletter for alumni and parent volunteers. Another senior, who plans a career in development, works with class agents and chapter officers and helps to organize the annual phonathon. Finally, a sociology major researches corporate and foundation contacts among the college's trustees, alumni, and parents.

"All interns have participated in staff meetings and the quality of their work has been excellent," Brown says.

Hartwick has 18 other students working on a variety of tasks—sports reporting, photography, hometown releases, and so on.

An interesting sidelight: The Financial Aid Office, through a student survey, found that employed students' grade point averages were higher than those of students not working part-time. Three of the PR/development interns are dean's list students, and last term two of them had a 4.0 average.

Running the show. At Indiana University-Purdue University at Fort Wayne, the directors, producers, and crew members for television programming are students. They volunteer their time as part of a TV practicum course. The shows they produce help the university remain visible in a city of 200,000 that is not college-dependent, says Timothy Singleton, instructor in the Department of Communication and director of the TV studio.

One of those shows is "Indiana-Purdue Reports," a weekly half-hour interview program aired on local commercial and cable stations. Hosted by the chancellor, it features interviews with faculty, staff, and students about university activities.

"Students participate in all production positions—from floor managers (a position that gives inexperienced students a chance to learn and observe), to director (a job where the most experienced get a chance to sharpen their skills)," Singleton says. "This program is probably our prime public relations vehicle. After the programs are aired, we use selected shows in recruiting campaigns in the Fort Wayne area."

Another student-produced program is "28:30" (so named because of its length), a magazine-format public affairs show. The program is unique in that students determine its content. "Although the series does not serve a direct public relations function (its purpose is to give actual production experience to the students), it does place Indiana-Purdue in the public eye," Singleton says.

The university's Learning Resource Center provides maintenance and graphic support to the TV studio at no charge. "Although we have a fairly sophisticated television system, similar things can be done with less equipment and space," Singleton says. "In fact, for some colleges without television facilities, much use can be made of radio productions with a small investment in audio equipment. Many colleges will probably already have the necessary pieces in a learning resource center, language lab, communications department, or theatre."

A love story. A multi-media show to recruit art students was a natural assignment for graphic design students at Fort Hays State University. They undertook the task as a class project. The slide show is shown at high school art exhibitions at the western Kansas university.

The 20-member class divided into groups to work on the script, photography, sound, and artwork. The students decided to center the film on the experiences of "Ernie," a fictitious and slightly bewildered freshman. They also created a female character named "Art," who was the object of Ernie's affection. They called the show "Ernie Loves Art."

The students drew caricatures of Ernie, featuring the names of the various art specialties available at FHSU. The scriptwriters wrote light and humorous copy, with valuable information about the university woven in. A radio-TV student narrated the show and helped with its background music.

"Student involvement made the cost of producing the project minimal," says Diane Lively, a senior at FHSU. "The Art Department paid for the film, but the students themselves provided practically everything else, such as art supplies and cameras. The slide projector and tape recorder used were also furnished by the department."

The students wrote letters promoting the show to high school students registered to attend the exhibition. They showed the program every half hour, passed out free popcorn, and sold Art Department T-shirts.

"The audio-visual show made by students for students is a simple idea, yet an extremely effective one," Lively adds. "Your present college students gain experience and a feeling of contributing something worthwhile to the school. Besides learning about the department, high school prospects see for themselves the type of projects they could become involved in."

Artistic advance-work. "When Iowa's community colleges got together to promote themselves statewide, they not only reached their goal, but they also helped many commercial art students fill their portfolios."

That's the way journalism student Debbie Stoberl of Des Moines Area Community College described a campaign to increase recognition of Iowa community colleges. DMACC commercial art students worked with their program chairperson and the college's PR department to devise a campaign theme, "Advance at the Area College." Then students created four-color posters, four-color billboard designs, two-color direct mail tabloids, radio spots, classified and display ads in area newspapers, and lapel buttons.

The college mailed tabloids to every household in the 11-county distric DMACC, in cooperation with other area colleges, spread the students' work throughout the state. The institutions distributed 8,800 posters and placed the student designs on 79 billboards.

Training your talent. When it comes to working with students, the University of Wisconsin at Green Bay has a lot of experience. Since 1970, the News Service Office has employed about three students each semester. They put in almost 40 hours of work each week.

The experience has inspired the university to develop guidelines for working with students that have "reduced the amount of time staff spend with the student and the amount of time the student wastes," says Irene Kiefer, assistant director of the university's News Service.

An example is the office's one-assignment, one-boss policy. "The staff member who makes an assignment to a student sees it through to the final draft. Our two professional staff members share supervision of students according to our needs and the office work flow."

When assigning work to a student, Kiefer adds, show him or her samples of a similar piece of work, such as a PSA or a hometown release. "We also feel it's helpful to show beginning students an example of our own working drafts, with revisions and corrections." If you use students, she suggests that you follow these guidelines:

- Tell the student the entire process step by step: how information is obtained and from whom; how it is written, revised, put in final form, duplicated, and distributed to the media.

- Review the specifics of the job: "Do this, then do this, check with me at this point, then you'll be ready to do this." You should also give students approximate length requirements and instructions on the difference between a news and feature story, she says.

- Give firm deadlines. "We set high standards of accuracy and readability for copy produced by professional staff, and we require no less from our student writers," Kiefer adds. "We have found that students who cannot abide by these standards generally leave the News Service early, with their literary licenses in hand."

She has these suggestions for helping an intern understand his or her job:

- Allow the student to watch over your shoulder as you edit, at least occasionally.
- Explain and justify changes as you make them beyond the simple, "It doesn't sound right to me."
- Let students develop their own writing styles. Rewrite only when you absolutely must.
- Return all edited original drafts to your student writers and encourage them to watch for recurring errors.
- Get tough, after a reasonable number of warnings, with those who have habitual spelling, punctuation, and grammar problems. Explaining the abused rule will help.

And to motivate your students:

- Discuss advancement opportunities early in your relationship. Plan—and then deliver—periodic raises.
- Encourage each student to keep a portfolio of original drafts, finished copy, and clippings to see his or her writing skills improve and the need for editing diminish.
- Never put your name on a story a student has written.
- Don't hover, but do check long assignments at mid-point.
- Include students in conversations about office philosophy, the place of PR in higher education, trends in your program, and long-range goals of the institution.
- Demand a little more than you think the student can give. A former student employee, now working as a newspaper copy editor, told Kiefer: "I was sometimes scared, but I always appreciated getting jobs that seemed too challenging for a student to handle. It made me strive harder. And it made me feel that you valued my ability."

Of the 30 News Services "alumni," Kiefer says about one-third made outstanding contributions to the operation. "They were in many ways colleagues. Was the effort required to train them worthwhile? We think so. And it's gratifying to know that they think so, too."

Student recruitment:

Talent scouts for quality prospects

Alumni recruiters = admissions efforts [2]

Using alumni volunteers in recruitment activities

BY GAIL BERSON WEAVER
Director of Admissions, and
DIANE ODERMATT
Associate Director of Admissions
Mills College

Because we face a declining pool of 18-year-olds in the 1980s, all of us are looking for new and better ways to reach prospective students. Have you tried using your alumni?

Many admissions directors will groan at this suggestion. They will envision an over-zealous alumnus, armed with Old Siwash pamphlets, attacking the high schools. This is not what we have in mind. Rather, we suggest that you carefully select and train recruiters from among your alumni, and then update them regularly.

Mills College reviewed its "Student Referral" program in 1977. A year later we launched the more comprehensive Alumnae Admissions Representative program (AAR).

Women who serve Mills as AARs acquire and enhance skills that they may later translate into jobs. In addition, alumnae enjoy the opportunity to make a nonfinancial contribution; to take a part in determining the college's future; and to mingle with faculty, staff, and students.

Developing a program

Before drafting alumni to serve as volunteers, you should identify your particular priorities by:

1. *Setting goals.* Do you want alumni to concentrate on certain types of students by geographic areas or department majors? Through establishing goals for your program, you can define areas of concentration and carefully plan methods of training.

2. *Deciding on management.* Should the admissions office or alumni association run the program? If you intend to share responsibilities, spell them out. At Mills, both offices designate liaison people who divide the work between them.

3. *Establishing the scope of your program.* Depending on your institution's size and student population trends, determine whether you need a local, regional, or national/international approach. With 13,000 Mills alumnae worldwide, we decided on an international, full-scale program.

Selecting volunteers

In seeking volunteers, look for motivation, dedication, and available time. It's also important to seek volunteers with diverse professional and outside interests, and from varied locations.

Don't limit your volunteers to recent graduates. Many of our most dedicated and successful AARs attended Mills years ago but understand the focus of college today. Age does not determine qualification.

Similarly, some of our most outstanding AARs started at Mills and finished their degrees elsewhere. This fact doesn't affect their loyalty in fact, they can speak more convincingly about the quality of the Mills experience that they value so highly.

Training

On-campus training is an expensive proposition, especially when it involves alumni from across the country and around the world. Ultimately, we brought 20 AARs to campus the first year and have continued to rotate invitations in order to train nearly 80 more on campus over a four-year period.

The three-day program emphasizes all phases of campus life. We hold the workshop in early September as a kick-off for the new recruitment season and to coincide with convocation. (We recommend piggybacking on other college events to enhance the workshop experience.)

The AARs live and eat with students. We reserve time for them to visit classes and learn about extracurricular activities. We spend one intensive day reviewing program goals, setting expectations, and dealing with the nuts and bolts of college recruiting. Alumnae not only hear lectures but also engage in role playing. The day concludes with a presidential dinner.

On-campus training is not always possible because it's costly. For one thing, you have to keep groups small (no more than 20 to 25 representatives) to encourage interaction. Even for institutions willing to bear the financial burden of many such small sessions, it takes other training methods to reach all alumni participants. We use these alternatives to on-campus training:

1. *Portable training.* We've found it useful to develop on-campus training events in modules that can be extracted and delivered orally to alumnae groups when staff members visit their areas. Slides and other audio-visual techniques can make the presentation more interesting.

2. *Packable training.* You can bridge another gap by being able to send your "modules" on the road with appropriate supplements to alumni who can't be instructed by campus staff. Clear, concise information allows them to benefit when they can't attend meetings. A comprehensive handbook introduces the representative to the details of the program. Alumnae can also use this as a reference source.

Devoting time to training improves the quality of work done by the volunteer. Training builds confidence among those who strive to be conscientious about providing current and accurate information to their audiences. They then feel prepared to do a good job.

From an institutional viewpoint, the expense of training can be amortized by seeking ways to extend the use of the training. We emphasize the importance of ongoing communication at Mills and have made it a priority.

To continue the communication inherent in the workshop program, the admissions office sends all AARs a newsletter every four to six weeks. The newsletter reports on admissions activities and college news, and highlights features from various AAR areas. We also correspond regularly with AARs to maintain their motivation and capitalize on their enthusiasm. This provides an excellent opportunity for *two-way* communication and the sharing of new ideas. Whether you use a newsletter, bulletin, or memo, keep the lines of communication open.

Strokes and encouragement

Because training raises your expectations of volunteers, it is especially important to recognize their contributions. There are easy and relatively inexpensive ways to do this.

At Mills, we list AAR names in the catalog and viewbook. This acknowledges them to the general public and provides useful contacts for prospective students. The *Alumnae Quarterly* frequently reports on AARS and highlights their work. Our public information office sends press releases to AAR hometown newspapers, and we provide the AARS with business cards.

Whether the alumni volunteers only refer prospects from an area or also participate in other recruitment activities (college information days, school visits, prospective student followup, and so on), you can enhance their ability to serve your institution through goal-setting and training.

Alumni serve as natural role models for prospective students, and their genuine enthusiasm for the institution makes them natural "salespeople." Do use their talents as you plan your recruitment strategy.

Why Redlands?

Alumni help prospects answer that question

BY MERILYN H. BONNEY
Director of Alumni Relations
University of Redlands

Alumni have traditionally been good recruiters of students for the University of Redlands, a private liberal arts institution. Until recent years, however, it was not necessary to direct time or money towards mobilizing this resource. But with the numbers of college-age students declining, we needed to increase student recruitment efforts. It became essential to organize a body of enthusiastic, reliable alumni to help.

In the early 1970s, the alumni staff and board began laying the groundwork for an alumni recruitment effort. By 1976, members of the Alumni Association Board of Directors had designated alumni involvement in student recruitment as its top priority. They formalized the Redlands Admissions Assistance Program (RAAP) and set the following program goals:

- Identify more talented prospective students.
- Increase the pool of applicants.
- Increase the number of qualified students admitted to U of R.

Once we had drawn up the program goals, we figured out just what our RAAP program should do—and how:

1. *Encourage alumni to identify themselves as U of R graduates.* It is our policy gently to remind alumni to include their affiliation with Redlands in their dossiers, press releases, and social and business conversations. Alumni receive the reminders in publications, at gatherings, and in personal contacts.

2. *Encourage alumni to promote U of R to high-school-aged children of friends and relatives.* At all U of R gatherings, we try to sensitize alumni to the decline in applications. We remind them to share their "Redlands experience" with prospective students.

3. *Encourage children of alumni to attend Redlands.* Typically, there are approximately 150 children of alumni on campus. In the past, we had done little to recruit alumni children, but beginning in 1977, we have used several techniques to reach this market:

- Alumni Founders Day 1977 had a special component for alumni children; approximately 25 prospective students participated.
- We sent a letter to every alumni parent thanking him or her for passing on the "Redlands Tradition."
- When an alumni relative applied to Redlands, we immediately sent a thank-you letter to the alumnus/a.
- Alumni Founders Day 1978 offered an opportunity for appointments with admissions counselors.
- Special invitations went to alumni children for events such as Alumni Tennis Clinic, John Raitt Receptions, the Hollywood Bowl, and World Team Tennis events.

4. *Encourage alumni to familiarize associates in secondary education with U of R.* We mentioned this idea in a letter to volunteers and in the RAAP handbook.

5. *Get Redlands alumni who teach in secondary education involved with RAAP.* As the program began, we ordered a printout of alumni in secondary and community college education. Letters went to all these people. Those who responded formed the initial nucleus of the program. They have subsequently taken part in hosting Discover Redlands Programs and in the telephone follow-up phase of the program.

6. *Organize informational meetings for prospective students and their parents in alumni homes.* In late fall, the dean of admissions and alumni director determined the geographical area for these informational meetings, entitled "Discover Redlands." The alumni director then selected host families. About four weeks before each program, the admissions office sent invitations to all the prospective students in the area. The enclosed return cards enabled the alumni director to notify the hosts of the expected number of guests. Redlands has found that most students bring a parent or friend.

Two weeks before a program, the admissions counselor assigned to the evening invites a current student (preferably from the same geographical area as the host family) and a faculty member to participate. These representatives arrive at the hosts' home at least a half hour before the program begins.

The program focuses on a multimedia production. The evening begins with introductions by the alumni staff representative. Then there are brief comments by the admissions counselor. The multimedia production is next, followed by comments by the faculty member and students.

U of R urges hosting alumni to interject their personal experiences. Often, the warmth of these recollections becomes the high point of the evening. Then there is a brief question and answer period, followed by informal refreshments. U of R representatives concentrate on making sure that each guest receives individual attention.

The RAAP multi-media production was the inspiration and creation of Jack B. Cummings, vice president for university and alumni relations at Redlands. For a relatively small investment ($2,500) and perhaps 400 hours of his time, we had a warm, moving, fast-paced show ready to take on the road. Currently, we use the show more than 50 times a year. To keep it up to date, we change it annually.

The show is liberal-arts oriented. It features several departments, many extra curricular activities, prominent campus personalities, and dozens of magnificent campus shots.

The 22-minute production, "Why Redlands," attempts to answer the question: Why should a prospective student select the University of Redlands? Audiences consistently receive it with enthusiasm.

After the original hardware investment, it has become an inexpensive communications tool. We transferred the original show to cassette which can be shown on a "Viewcorder." Now, staffers can more easily transport it. The show lost some musical quality in the process, but the cassette approach works better overall.

7. *Use a network of alumni throughout the U. S. to make encouraging follow-up phone calls to admitted students.* Beginning in early spring each year, the admissions office sends a weekly list of admitted students to the alumni office. We match these students with alumni volunteers by zip codes. A letter then goes to the alumnus with the name(s), address, and phone number of the student. We ask the alumnus/a to call the student, and encourage him or her to attend U of R. We suggest a format for the telephone conversation. The university provides stamped, addressed cards for feedback on the students' reactions. When the alumnus/a returns the card, the university sends him or her a thank you letter.

8. *Develop a handbook.* We studied admissions handbooks from other schools, incorporated some ideas from them, and developed a resource of current information. Our handbook goes to RAAP volunteers, to alumni board members, and to university trustees.

We recruited 165 alumni for the telephone follow-up phase of RAAP. Two-thirds of these alumni volunteered; the others were recruits. Collectively, they contacted 228 prospective students. The retention rate of RAAP volunteers is excellent, particularly for those who host "Discover Redlands" programs.

The admissions and alumni staffs noted with pride a 5 percent increase in applications from the fall of 1976 to the fall of 1977. Also, the number of students entering in fall 1977 was up 12 percent. Our efforts in 1978 have been similarly rewarding, and several letters have said that the alumni contact made *the* difference in a student's decision to attend Redlands.

In the early stages, I played a major role in recruiting volunteers. I also organized program format, wrote promotional materials, and attended the "Discover Redlands" programs.

However, an exceptionally talented student employee was able to handle all geographical pairing for the telephone follow-up phase. As the program entered its second year, this student assumed total responsibility for all aspects except "Discover Redlands."

In addition, she coordinated the production of the handbook and added a section that explains curricular changes. The alumni program coordinator, an expert on multi-media shows, provided additional program assistance.

We find this program an exceptional way to encourage alumni service. It yields significant long- and short-term benefits to the university. The short-term effects are these: The administration is pleased with the increased number of students. Faculty concerned with attracting students of high quality value the alumni assistance. Parents of prospective students are grateful for personal contact. And the alumni involved feel a renewed enthusiasm and commitment to the university.

We feel the long-term effects are even more significant. Alumni selected to participate feel "special" because they are told they are among the most outstanding products of the university. Previously uninvolved young alumni now serve U of R. All participants have become better informed about the university. And this understanding has helped to increase financial and legislative support, and to improve leadership on alumni boards and in clubs.

In the 1978 CASE Recognition competition, this program won an exceptional achievement award in the Alumni Service-to-Institution category.

Training alumnae to attract students

BY KAY CHANEY HARRIS
Director of Alumnae Relations,
Stephens College

Anyone who has dealt with admissions knows that alumnae assistance can be either a great help or an enormous headache. With an alumnae constituency of 40,000, Stephens College decided to investigate the benefits of an organized alumnae admissions program for the purpose of boosting a declining enrollment.

So, we investigated. We reorganized and trained our alumnae admissions advisers, and now, after nearly two years of administration, we can see the positive results of our work.

We are pleased that the number of inquiries from prospective students has doubled since the project began, and an overall (residential and University Without Walls) enrollment increase this fall tends to justify our efforts further. The next step will be to translate more of the inquiries into actual applications for admission.

OBJECTIVES

To provide direction to the Alumnae Admissions Program, we established the following objectives:

1. To increase the pool of inquiries and applicants to Stephens;

2. To provide a local contact for students who indicate an interest in attending Stephens;

3. To increase alumnae awareness of their potential to attract students to Stephens;

4. To help applicants to the college matriculate;

5. To provide help to the associate directors of admissions (professional admissions representatives).

With these objectives in mind, we decided to expand our alumnae admissions advisors from 50 to approximately 1,000 active, informed alumnae. To do this, we developed a highly organized system.

ATTRACTING PARTICIPANTS

The success of any volunteer program depends on the willingness of those involved to participate. We sent an initial letter to alumnae who had graduated from 1948 to 1974 and who lived in selected states. We asked them to return an enclosed card if they were interested in becoming involved. The response was overwhelming.

Letters are only one way to attract participants. The associate directors of admissions are of invaluable help in discovering alumnae willing to join in our efforts. Members of the faculty and administration who travel for college public relations purposes are also instrumental in recruiting alumnae. Any alumna who volunteers the name of a prospective student is automatically contacted to see if she would like to become involved. In short, discovering willing, enthusiastic alumnae is the easiest step.

TRAINING SESSIONS

It is more harmful to spread misinformation about the college than to provide no information. In order to avoid this problem, we hold training sessions. We pick areas where 30 or more interested alumnae live. We also consider whether the area has a large potential for prospective students, a substantial number of alumnae, and fewer applicants than anticipated.

After organizing the reply cards geographically, we send personal invitations to the training sessions. We avoid the use of college stationery or the Addressograph and use instead an attractive note-size, personalized invitation.

A central location and scheduling the sessions at night help to draw alumnae. Although sessions are occasionally held at an alumna's home, we prefer hotel conference rooms because they provide a more favorable work atmosphere. Training sessions must not be social sessions.

The director of the program conducts all sessions, which are divided into two parts: a description of the college as it now exists, and the specifics of the Alumnae Admissions Program. A knowledge of curriculum changes is important to alumnae who may have been away from the college for years.

Also of prime importance is an updating on residential student life. Current campus rules or lack of rules often prompt questions and may prevent some alumnae from participating in the program if they do not fully understand the reasons behind the changes. We try to predict the kinds of issues that will be raised, and then approach them candidly.

CONTACTING STUDENTS

All alumnae admissions advisers are asked to accept three responsibilities. First, they must actively search for potential students. We discuss every conceivable source for finding capable students, and each adviser is asked to find two per year. Second, they contact, preferably by phone, any students from their area who have indicated an interest in Stephens. We convey to them names of such students on prospective student contact forms. Third, advisers keep catalogs and curriculum brochures in high schools and other public places, and they circulate college slides—we've purchased a set for each major city.

Perhaps a word should be said about the type of alumna who will be most successful in talking with prospective students. The alumna must have a strong loyalty to the college and must feel that the college provided her with an educational experience that she could not have obtained anywhere else. She must feel that the college is meeting the needs of contemporary women. In general, recent graduates have greater success talking to students. But we do not discriminate because of age—we have many grandmothers successfully participating in the program.

At the end of the training session, each alumna is asked if she will commit herself to the program. Each adviser who joins the program receives a *Sourcebook*, college catalog, and descriptive brochures. If an alumna does not have time to participate just then, we invite her to join later. Similarly, if an alumna joins the program and later finds her time is limited, she is relieved of her duties. We try to replace her—the adviser herself often suggests a successor. She can then help train the new adviser until another formal session is held in that city.

THE SOURCEBOOK

The *Sourcebook*, the official guide for alumnae admissions advisers, is our most important means of communication. A hard-bound, loose-leaf notebook is practical.

The most important section of the *Sourcebook* is "What's New At Stephens?" When new programs are added or significant events take place, we send an informative addition to each adviser. The chapters are color-coded for ease in organization.

COMMUNICATIONS NETWORK

When a prospective student inquires about Stephens, her name is sent to an admissions adviser. We provide each adviser with a numerical listing of zip codes in her own state and ask her to check those areas in which she is willing to confer with prospective students.

After receiving a student's name, the adviser contacts her within two weeks and offers to answer any questions. After filling out the report form, the adviser keeps one copy for her records and forwards the remaining copies to Stephens. The copy for our records reveals which advisers are active.

Providing personal contact on a local basis is the best aspect of the program. In this computer era, our potential students find it refreshing to be treated in a personal way.

A key person, the area coordinator, divides major cities into high school districts. With as many as 40 alumnae admissions advisers in some large cities, it becomes impossible for either the college or the associate director of admissions to maintain efficient contact. These coordinators assist in our overall communications network, and lead the local group in sponsoring prospective student events. We regularly conduct special training sessions for area coordinators.

Another communications device is the supply form and suggestions sheets placed in the back of the *Sourcebook*. These forms allow the adviser to check the items which she needs, as well as allowing room for her to "sound off." Prompt response by the office of alumnae relations is essential.

KEEPING ALUMNAE UP TO DATE

Training the admissions adviser is only the first step in developing alumnae who can contribute to the admissions effort. Keeping them aware of new programs and changes is also vital. The annual Alumnae Seminar is an opportune time to motivate and encourage advisers. We have initiated five regional conferences in various areas of the country to train and educate all alumnae, especially alumnae admissions advisers.

SUMMARY AND EVALUATION

Our membership in the Alumnae Admissions Program has gone from 50 to over 800 advisers in one year. We are developing an International Alumnae Admissions Program, as well as training May graduates prior to their leaving campus.

The program must be a campus project. Cooperation from students, faculty, staff, and administrators is of tremendous importance.

It is too early to evaluate this program statistically, but plans are now in effect to compare the differences in numbers of inquiries and applicants. We believe that this study will indicate significant increases. At any rate, we know that the opportunities available to young women at Stephens have been communicated to many alumnae. case

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Recruit students to recruit

BY FREDERICK FESS
Dean of Admissions
Western Illinois University

When enrollment declined at Western Illinois University in fall 1976 (our first decline in over 15 years), we turned to our students for recruitment ideas. Why not ask us to help, they suggested. The result was our Student Ambassadors Program, set up in the 1976-77 academic year.

Here's what we did.

Our first step was to recruit our recruiters—dubbed Ambassadors. We wanted them to be successful students who knew something about WIU. Our office sent letters to 2,500 WIU students who had maintained a grade point average of at least 2.5 out of a possible 4.0 after completing two terms.

In our letters, we asked students interested in participating in the recruitment process to contact our office.

At most, we expected 100 to sign up. The response was tremendous. We recruited 200 volunteers. And this number rose to 300 during 1977-78.

Our Ambassadors then attended training sessions led by the admissions staff. At these meetings, staffers explained admission applications procedures. They also provided each volunteer with a list of prospective students from the volunteer's high school. During academic breaks, Ambassadors visited these students. They also served as hosts when prospective students and their parents visited the

What are the program's results? So far, it hasn't slowed our enrollment decline, but we've reaped benefits of another sort. Our staff has been able to find out first-hand the positive and negative images that prospects have

Another by-product has been positive hometown news about students. Each year, the Office of University News Services sends out news releases explaining the program's purpose, how we select Ambassadors, and who they are. We've found that over 80 percent of the media outlets which receive the materials use them.

Students benefit, too. Many Ambassadors find that the work provides a way to learn more about their institution. The program also seems to pull other students closer to WIU. For instance, several student organizations have offered to help recruit. Student members write personal letters, prepare special publications, and visit schools. Some students with declared majors have offered to discuss their majors with interested prospects. case

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Put alumni to work

BY JACK STAR
Director of Public Affairs
Boston University

Wouldn't it be nice to be able suddenly to increase your admissions staff by a factor of 10, mostly volunteers? How would you like to have representatives scouring the countryside for prospective freshmen and speaking up for your school at high schools from Peekskill to Peoria, from Tallahassee to Topeka? Wouldn't it be great if your institution could establish a personalized relationship with high-school guidance counselors in all the best secondary schools?

You can – by organizing your alumni.

This is not exactly a revolutionary idea. Colleges and universities with traditionally strong "old school" ties have had such networks for years. But all of us have alumni who are willing to give their alma maters a hand. Young alumni especially, though often unable to donate much money, will talk to prospective freshmen about college.

Two years ago at Boston University, we began to involve alumni in the admissions process. Now, based on our experience, here's some advice:

Send out a joint general mailing from the admissions and alumni offices inviting alumni to meetings in their areas. Include a reply postcard so you can easily keep track of whom to expect.

Send an admissions official to the meeting to present the institution's program. And remember, it sometimes takes two or three meetings to set up a regional alumni committee.

At Boston, we pick, from the alumni at the meeting, a chairperson and four coordinators. Each coordinator takes charge of a different facet of recruiting: meeting with high-school guidance counselors, presenting information at open houses, giving parties for students, or talking to accepted students.

The coordinator for high-school liaison chooses an area high school with which to work. (Presently, we have school committees to serve six metro areas: Baltimore, Philadelphia, Cleveland, Chicago, New York, and Washington.) Your admissions office should send the high school's guidance counselor a letter, introducing the representative. (Be sure to send a formal letter since guidance counselors are often wary of alumni.)

High schools all over the nation have college days and nights when they invite colleges and universities to open booths, hand out pamphlets, meet students and parents, and otherwise promote their institutions.

Be sure your representative is well informed about current programs on campus. Send to alumni manuals on the questions most likely to be asked.

Warn your representatives against discussing with applicants their odds of acceptance. It's poor public relations when a student who has been assured of admission gets rejected.

Some alumni enjoy hosting or arranging parties during the Christmas and Easter holidays for new and prospective students. These social functions can be a plus in helping the student decide whether to attend your school.

After accepting students, send them the phone number of a local alumni representative. Alumni can answer questions quicker than an overworked, understaffed admissions office.

The major expenses in starting an alumni schools program come from the first few meetings: invitations, hotel rooms, refreshments, and sending admissions representatives to the meetings. Once you are organized, you must cover the alumni telephone, postage, and party bills. But the cost is minimal for the results you'll get.

In the long run, besides boosting admissions, organized alumni involvement strengthens your institution. Many alumni, especially the younger ones, are not interested in the usual club-type, social activities that have long been the staple of alumni gatherings. But they are happy to be useful to their institution and community. They also will keep abreast of developments on campus, and will as a result gain a higher regard for alma mater. case

Government relations:

Volunteers as friendly persuaders

Alumni are citizens, too

BY ARTHUR M. LOTZ
Associate Alumni Secretary
Indiana University

Alumni aware of the needs of Indiana University and informed about state legislative affairs: That's who we were looking for at the Indiana University Alumni Association.

And so we identified 150 of our members who are active leaders in their own communities. They now make up our Alumni Legislative Council, formed in 1973. Council members get together for a luncheon meeting at the beginning of each legislative session. There, they receive a briefing about upcoming legislative issues that could have a bearing on education in general and on Indiana University in particular The kickoff luncheon is followed by regional meetings in six cities. Our intention is to create an informed group of alumni, aware of university goals and problems as well as of legislative, regulatory, and political issues not always reported in the public media.

We know that the key to success lies in timely communication of accurate information in a concise way. As a result, we back up the meeting with a newsletter printed weekly during the legislative session. The alumni association handles printing and distribution.

The university's legislative liaison person, always on top of action at the statehouse, serves as executive editor of the publication. To assure the best possible news coverage, the news bureaus at Bloomington and Indianapolis share in preparing and producing the newsletter. The Bloomington campus includes the central administration of our eight-campus university, and, of course, the Indianapolis campus is in the state capital.

News bureau writers generate story ideas at weekly editorial conferences. The team operates under a tight schedule with weekly deadlines.

Communications links extend from the university administration through the legislative council and newsletter staff to alumni and friends throughout the state.

Council members neither speak officially for the university in the community or the legislature nor do they constitute a lobbying group. Rather, we see them as an informal but informed group of people who bridge the university and the public. A member, for example, might know a legislator socially or in a business relationship. That relationship could foster important exchanges of information. We see the council as a two-way street. The university can serve the educational needs of the community, and the community can assist the university.

To make such a support network truly effective, we have learned the effort needs commitment from top-level administrators. Also, the information system requires the sustained guidance of a person who works directly with the legislature. And good rapport between the university administration and the publishing team is vital.

After a couple of years of working at the project, surefire measurements of success elude us. But we do feel a stronger level of alumni and community support since we started. And legislators have responded affirmatively to this outreach/information network. As citizen participation in university affairs and programs continues to pick up, we'll be encouraged to continue the project. One thing seems certain: Our statewide alumni are better informed about university activities and problems. And they are exerting more influence now as active citizens than ever before.

Independent college alumni can influence public policy

BY ROBERT M. HYDE
Vice President for Public Affairs
Association of Independent Colleges and Universities in Massachusetts

Perhaps 25 percent of the alumni programs at many independent institutions are, in my opinion, a waste of staff time and resources. Survival is the fundamental question for many independents. How can we justify allocating dollars to organizing discount-fare trips to Acapulco, arranging theater parties, or planning wine-and-cheese chat sessions on investments?

In answer to this question, I am told that the activities are services to alumni or means of involving (read cultivating) them. As far as service is concerned, I am old-fashioned enough to think that alumni have already received the institution's ultimate service – education. After graduation, the tide should run the other way. I am a firm believer in continuing education, but I don't think it should be dispensed by the alumni office and I don't think it should be free.

The *potpourri* of alumni activities devised *per se* to promote involvement appears to attract relatively few alumni. Most do not have time for such diversions, which lack appeal or relevance to the welfare of alma mater.

Many such activities spring from alumni who desire to be useful to their institution. Unfortunately, frustration results when it becomes apparent that they only can be useful by sending money. But is sending money the only way? Are dollars all that our private colleges and universities need from their more than 15 million alumni?

For a long time, I have felt that many alumni programmers ignore an area of potential activity fully as important as the efforts designed to produce the $400-500 million that alumni give each year. I refer to alumni involvement in the determination of public policy at both state and national levels.

Historically, the primary relationship between privately supported colleges and their alumni has been philanthropic. Alumni giving is a major factor in the welfare of these institutions.

But in recent years, public support and government involvement, in both independent and public institutions, have created new circumstances. Alumni gifts are still important but, except at a handful of universities, their significance is now dwarfed by the magnitude of public funds dispensed through tax-supported programs. Today, as higher education slips from its lofty stance of the '60s, continuation and expansion of such funding is doubtful.

Moreover, a growing stream of adverse legislation poses constant threats to the welfare – indeed, the very existence – of many privately supported institutions.

Thus the future of America's independent colleges and universities no longer depends solely on the alumni fund or a hoped-for bequest from the estate of J. Twillingham Twiss '08. It depends equally on the outcome of important public policy decisions made in Washington and in the statehouses. Alumni can play as important a role as *voters* in these decisions as they have traditionally played as *donors*.

An event in Massachusetts provides an illustration. For several years Massachusetts' large and distinguished coterie of independent colleges and universities had been struggling, with the aid of the Association of Independent Colleges and Universities of Massachusetts (AICUM), to amend the state constitution. They had hoped to remove a long-standing prohibition against direct public financial assistance to private institutions.

In 1972 and 1973, consecutive legislative constitutional conventions approved the measure and placed it on the ballot as referendum Question 3 in the November 1974 election.

With AICUM's assistance, college and university administrators throughout the commonwealth launched a massive appeal to their statewide "family" of students, parents, employees, and faculty. Most of all, the group aimed its efforts at the 275,000 alumni who are Massachusetts voters. Presidents and senior staff members met with alumni leaders to explain the significance of a "yes" vote on Question 3. Articles and news releases appeared in alumni newspapers and bulletins. Virtually all Massachusetts alumni received letters shortly before election day.

On Nov. 2, Massachusetts voters adopted Question 3 by a margin of 300,000 votes – a victory in which alumni clearly played a significant role. But on many campuses, the final outcome was not the only interesting result. Many administrators were surprised both at the eager response of alumni to the request for their help and at the apparent alumni interest in the issue. Letters returned with personal notes to presidents assured alumni support.

The note of one alumnus exemplifies these comments: "What a delight to be asked to help in some other way than sending money."

In the two years since their alumni helped decide that crucial public policy question, Massachusetts' independent colleges have continued to keep their alumni abreast of issues relevant to the welfare of such institutions. Efforts included articles in alumni magazines, talks by presidents, and distribution of publications from AICUM. Alumni know that even though aid to independents is no longer prohibited, no additional public programs of aid to those institutions or their students have yet been established. As a result, many battles lie ahead.

By maintaining alumni understanding and awareness, Bay State institutions hope to nurture an important base of support when the next big issue comes to the fore.

Throughout the country, state-supported institutions have long understood and skillfully used the influence of their alumni in deciding public policy questions. In the decades ahead, independent institutions must learn to do the same. They have a long, long way to go. They will only be successful if public policy support becomes an integral part of alumni programing, and if alumni administrators – the crucial

VOTE
ELECT
VOTE

link between institutions and their alumni – lead the way.

How might you go about adding public policy involvement of alumni as a key element of your program? As a start, I would suggest an exploratory meeting with your president and external affairs officers. Review your primary areas of concern at both state and national levels. Is your state legislature considering a new program of aid to independent colleges or their students? Is a major appropriation for state student scholarships under consideration? Are any moves afoot to tamper with long-standing tax exemptions?

Your committee should consider joint efforts among institutions. Nearly every state has an association of independent colleges and universities to help develop strategy and coordinate the efforts of members in supporting legislation. Your state association will brief you on concerns and strategies.

Similarly, where national issues are involved, independent institutions can now get help from the Washington-based National Association of Independent Colleges and Universities (NAICU).

When you have a sense of the issues and the ways in which your alumni can participate in their resolutions, create a simple framework for alumni activity. To your regular committees on homecoming, reunion, and honors and awards, add a new standing committee on public policy. Appoint a chairperson interested and – even better – involved in government affairs, and begin to set an agenda for two or three years.

How should your committee get started? With your help, its members will need to become familiar with the issues and to devise a system for keeping up with developments. The committee should screen your alumni list to identify legislators, government officials, or leaders. These alumni should be told early about the formation of your committee and be ready to help when the occasion arises.

In consultation with your president and a representative of your state association, the committee should decide on the alumni activity it wants to encourage. Should it ask alumni to write letters or visit their legislators on an issue? Is there a referendum on which alumni voting will be important? If you decide to call for action, avoid confusion by concentrating on one or two matters at the most. Quite possibly, during the program's first year, you will not ask for any specific action. Your emphasis will be on orientation.

Your committee should plan an organized program to inform alumni on public policy questions. With your alumni magazine editor and public relations director, explore ways to use your publications for regular reporting. A periodic column by your public policy committee chairperson could be the place for "guest" commentaries by your president, alumni legislators, and government officials. Your committee's information program should include regular reports at alumni association meetings and sponsorship of special campus meetings for alumni and staff.

Your president should keep the trustees fully alert to public issues; they may even have a parallel committee on public policy matters. If that is the case, your committee might want to sponsor a joint meeting for your entire campus community. The highlight of such a meeting might be a talk by a state legislator or a member of Congress. Such decision-makers would be impressed to know that your alumni are interested in their positions on matters of concern to your institutions.

Your central objective will be to maintain, among your committee members and as many alumni as possible, a continuing awareness, understanding, and sense of involvement. To the extent that you achieve that goal, your alumni will be ready to go to work on important issues that require energetic participation.

Eventually such an issue will arise. Its results may be crucial to the privately supported colleges in your state or to independent higher education throughout the nation. That's when your alumni, alert and well-organized, can raise a strong and effective voice on your behalf. When they are successful in helping establish a new student grant program or defeating a measure to repeal your tax exemption, they will make the satisfying discovery that there *is* another way to help – other than sending money.

As a result, if what we know about involved, concerned people is still true, next year they'll send even more money. case

Your friends may provide the most direct route to your legislator. Cultivate them.

My friends

Assembling a state relations team

BY DAVID T. SHUFFLEBARGER
Assistant to the President for Governmental Relations
Old Dominion University

In the 1960s the Beatles sang about getting by with a little help from their friends. In handling state government relations for Old Dominion University, I get by with a *lot* of help from my friends: my president, vice presidents, advancement staff colleagues, members of our board of visitors, alumni, student leaders, parents, city officials, civic leaders, major donors, and the state legislators themselves.

However effective I think my powers of persuasion with legislators may be, I recognize that I serve Old Dominion best in other roles. I identify the issues, have them researched, develop our case, plan a strategy, recruit friends as the advocates to carry out this strategy, and then coordinate, coordinate, coordinate.

I'm constantly amazed at how many folks would like to help our institution but have never been asked. It is usually best to sound them out first in general terms and find out what they can offer in the way of contacts and influence. When opportunities arise, follow up with a specific request. Since most influential people are busy, you should have your case in hand and brief them quickly and concisely. Then, tell them exactly what you would like them to do and how this fits into your strategy. And, of course, thank them for helping.

Several members of our board of visitors have been especially helpful. One is a former legislator, another a district party chairman. A third, an alumnus and restaurateur, has provided effective indirect help. When I had asked for his help in general, he responded enthusiastically and told me that he had just completed a term as chairman of the state restaurant association's legislative committee. Six months later during the General Assembly session, I needed to soften up an out-of-town legislator for a key subcommittee vote, and I asked my board member for his help. I'm sure the legislator was surprised to receive a flurry of calls from influential restaurateurs in his district advocating our case.

Old Dominion's alumni association, although large, is relatively new to legislative relations. With the help of a small alumni committee, we have identified one articulate alumnus knowledgeable about state politics for each of the state's 10 congressional districts. Already, we have brought them to campus for an intensive briefing and dinner with our board of visitors. Using our alumni list, sorted by congressional districts, they are identifying recruits from the printouts.

We keep these alumni apprised of current issues and strategies, include them on legislative visits in their districts, and ask them to make special contacts for us in Congress as well as in the General Assembly. Even at this early stage they have provided significant help in broadening support outside our region.

Don't overlook the support your institution has in the community. Recently, with the leadership and help of a friendly local legislator, we invited a state legislative subcommittee to Norfolk to see first-hand our students' housing problems. We have limited dormitory space on campus, the private market is saturated, and we planned to request authority in the next legislative session to construct additional dorms.

With the help of the mayor, I arranged to have the legislators invited to a previously scheduled city VIP luncheon on the day of their campus visit. With the cooperation of an alumnus in charge of arrangements, I fixed the seating so that each legislator was next to a city leader—the mayor, a councilman who is a former legislator, the city manager, the president of the Chamber of Commerce, and the chairman and executive director of the housing authority.

I briefed the leaders on our case and asked each to whisper sweet somethings in their legislator's ear during lunch. By the time the subcommittee visited the campus that afternoon, I had to spend only five minutes on the case before they were ready to consider our proposed legislation. Our friends had convinced them of the need for more student housing far more credibly than anyone at ODU could have done.

So, if you're in charge of your institution's state government relations program, don't overlook your friends. A little help from them can be a lot of help to your institution.

Career Assistance:

Helping hands for students and alumni

Steers by peers

Using alumni in career planning

BY MARALYN ORBISON GILLESPIE
Associate Vice President
Swarthmore College

What are you interested in?
—I want to write long pieces with a point of view.
Have you done any writing on a free-lance basis?
—No.
What about trying to get an internship on a local paper?

I eavesdropped on the beginning of this student-alumna conversation at Career Day in January. The alumna had been a political columnist for the *Village Voice* and a publicist for New York's Mayor Koch and Boston's Mayor White. Now she is head of public relations at a major urban university. The student is a junior, majoring in English literature, who, by the end of this conversation, had a much better idea of how to make "I want to write" into a vocational reality.

Career Days on college and university campuses and at independent schools aren't news. Nor are other kinds of programs involving alumni with students in career counseling. In fact, Swarthmore's first alumni director set up a career counseling program in the late '30s. The news is that today's students, confronted with one of the tightest job markets in years, want all the advance information they can get about the *real* 9-to-5 world.

Foreign Service tends to be another one of those fields, like museum work, that sounds very romantic. But when you get down to the day-to-day job, what are you really doing?

If you are interested in this particular phase of restoration, don't be scared off by the chemistry.

You can get the information by writing to the state department of education.

New York University has a program. The Fogg Museum has a program, but it takes only people who. . . .

As an employer, I care about how hard you will work and how well you can do the job.

The benefits are not one-sided. If Swarthmore, situated in Pennsylvania, can attract some 50 alumni from Washington, New York, Boston, and points in between, then these alumni must feel they are making a difference. They even pay their own transportation costs to give a day of their time. (We do give them a free lunch and a beer and a pretzel at the end of the day.)

Here is my main point: Career counseling is a sure-fire tool in any alumni director's bag of tricks. You give your alumni the opportunity to talk about their experiences and pay them the compliment of asking them back to alma mater as experts. You offer them the opportunity to give directly of themselves to the institution. And you put them face to face with individual students—the most engaging spokespeople your institution has—for a candid conversational exchange. Career Days succeed in involving alumni firsthand with their college or university.

Techniques for bringing these two groups together, whether it be in person, or by telephone or letter, vary from campus to campus. Here are a few ideas—four from Swarthmore and eight from other campuses—to consider.

Swarthmore's Extern Program. Students serve a one-week "apprenticeship" during spring break in the offices and laboratories of alumni sponsors. Students indicate their career interests and the cities in which they would like to work. The Career Office, with the help of an Alumni Council volunteer, locates alumni sponsors. In some instances alumni are the conduits to non-alumni sponsors in very specific career fields.

Say alumni sponsors: "Since my field tends to be romanticized in the lay mind, it's especially important to give students such exposure. . . ." "If I had had such an experience, I might well have chosen another profession." Say students: "It's great to find you're in a totally correct field (or vice versa) before necessity strikes and you're forced to find something, anything, in order to eat."

Swarthmore's Student Intern in Alumni Relations/Career Counseling. Each year, to augment limited staff in the Alumni Relations and Career Counseling Offices, Alumni Relations hires a student intern for approximately eight hours a week. The intern, who acts as liaison between these two offices, provides supplemental services to students and alumni. He or she also ensures maximum cooperation and efficiency between the two offices.

Swarthmore's Entrepreneurs Club. Students started the club, with Development Office support, so they could gain insight into the world of entrepreneurs. The group has invited a half dozen Swarthmore entrepreneurs to the campus for public lectures and informal conversation. Several members organized a trip to Boston to meet with four alumni entrepreneurs.

Swarthmore's Counseling and Placement Programs in Academic Departments. Several academic departments cultivate a Swarthmore alumni network to assist their majors in finding summer jobs. These alumni also counsel and help place students in permanent jobs after graduation.

The Department of Economics engages an emeritus faculty member on a part-time basis to counsel and help place students. Before his retirement from the department two years ago, this faculty member had begun building a data base of career information about alumni who had majored in economics. He has continued to expand this resource for students. His knowledge of undergraduates and his familiarity with economics majors over the past 40 years are a great help to the Career Counseling and Placement Office. "Getting the right graduating senior together with the right alumnus," he says, "is a very individual and painstaking job."

The Department of Biology holds a meeting each fall for its juniors and seniors. They talk about graduate school and the job market. The office is a clearinghouse for information from alumni about their experiences in graduate schools and in the working world. It also maintains a file of students' reports of their summer job experiences.

The Department of Political Science used information from the Career Counseling and Placement Office and the Alumni Office to do a survey of all alumni who are lawyers. The responses are on file with the department and are available to students. The department also has a mandatory summer internship requirement for students concentrating in public policy. The career and alumni offices help with placement by identifying potential alumni sponsors.

Wheaton's Mentor Program. The Office of Career Planning of Wheaton College (Massachusetts) pairs current juniors with alumni role models (primarily in the Boston-Providence area). These mentors tell students about different kinds of work or introduce them to other professionals who might have more specific career information. Most importantly, they listen and offer guidance in work-related matters.

Dartmouth's National Job Placement Program for Undergraduates. Local Dartmouth alumni clubs have job placement committees that are active year-round. They are capable of securing off-campus jobs of educational significance for students anywhere in the country.

Gettysburg's Tape Cassette Program. As part of its employer outreach program, the Career Services Office is developing a library of interviews with alumni in a variety of fields. The wrinkle is that the interviews are on tape cassettes. Thirty- to 45-minute interviews are conducted by a member of the career services staff who asks questions such as: How did you get into the field? What are the bad points about it? What do you actually do on a day-to-day basis? What kind of advice would you give students who want to prepare for such a career? The tapes are supplemented by a photograph of the speaker. The questions are sent to the interviewee in advance, but the interviews are informal.

The program, which is in the pilot stage, has three major benefits. It increases the visibility of Gettysburg to businesses and organizations. It involves alumni again with their alma mater. And students love the taped interview formats.

Allegheny College has a similar program with some 100 tapes. A few interviews are with well-known nonalumni who have special jobs. The tapes are so well received by students that a student advisory committee asked the radio station to play some on the air.

Bryn Mawr's Job Location and Development. The Career Planning Office solicits part-time and summer jobs for its students from businesses and other organizations. It uses the help of alumnae located in the cities in which students have expressed interest. The Bureau of Financial Assistance partially funds the program.

Bryn Mawr's Alumnae in Residence. The President's Office sponsors an information program for students that gives alumnae a break from their daily routines. The Career Planning Office invites alumnae to the campus for several days. The college provides room and board and an opportunity for alumnae to get away from daily responsibilities and into an intellectual atmosphere. In exchange for time to themselves, alumnae from various nontraditional fields lecture, consult, and are available to students.

Bryn Mawr/Haverford/Swarthmore Recruiting Program. These three neighboring colleges work together to bring to their campuses more recruiters from organizations particularly attractive to students. A pilot program focuses on 25 New York City companies – in banking, investments, and other fields. The tri-college group makes the initial request for recruiters. Then alumni who work in the companies follow up the request. Two alumni from each college are responsible for seeing that follow-ups are made.

Princeton's Adopt-a-Class Program. Each freshman class at Princeton arrives with a silver spoon in its locker. Freshmen are adopted by the class 25 years ahead of them. The two classes, for example 1960 and 1985, share commencement and Alumni Weekend activities. And during their four undergraduate years, students receive social and career counseling.

Alumni are particularly helpful at suggesting places for undergraduates to apply for good summer jobs. The Adopt-a-Class Program is offered in conjunction with Princeton's Alumni Career Advisory Network. It is run by an Alumni Careers Committee composed of volunteer heads of the regional associations and clubs.

Harvard's Alumni Career Advisory Services. The Office of Career Services and Off-campus Learning offers students access to a data bank with career information about some 1,200 alumni. These alumni have volunteered to help students define their career goals. Their bios, filed by geographic location and profession, are identified only by number; students must ask a staff member for names. The staff gives a maximum of three students to each alumnus. The staff also coaches students about the etiquette of contacting alumni and the ways to make the most of their interviews.

Alumni publications are a primary source of potential volunteers. Each Harvard class publishes five-year reports containing updates of individual members' activities. Career Services obtains the names of alumni with interesting careers from these class reports and collects them in a large file. Some 2,000 students use the file each year. The program adds significantly to the office's counseling program and "alumni love it." case

What students want: Help finding jobs

If our North Dakota State University students are typical, alumni associations might do well to devote more of their energies to programs that help students find jobs. That's a major conclusion from a student survey we conducted last spring.

We gave students an extensive list of possible alumni association services and asked them to indicate the ones that they wanted most. When we tabulated results, right at the top were these four: helping them find permanent jobs, internships, summer jobs, and cooperative education positions.

That's a clue to us—and possibly to you—that programs in these areas may hold the answer to building a strong association for the 1980s.

But let me back up and tell you about our survey project.

We wanted to find out student attitudes toward the alumni association and toward the university. We also wanted to see how much students knew about the association and to get their evaluation of possible future programs.

Under staff direction, students in an advanced public relations class personally administered the survey questionnaire to about 160 randomly selected juniors and seniors. The results are considered statistically valid with less than a 5 percent margin of error, based on the method used and the number surveyed.

After help finding jobs, internships, and so on, students rated these services next most useful: career day seminars with alumni business people, student rates for travel with alumni groups, group rates for insurance, alumni-sponsored student social activities on campus, and tutoring programs funded by alumni.

The survey also showed that many students have no clear idea of what the alumni association does. Many thought of it only as a fund-raising organization, and a sizable number thought it involved mostly people who support the athletic teams.

Armed with the survey results, the alumni association hopes to increase its visibility among presently enrolled students and to assist seniors and graduates in finding jobs. Jerry Lingen, executive vice president of the association, hopes to do this through the association's informal network of alumni in management positions.

Central to the efforts at increasing awareness of the association will be the Young Alumni Association. It's comprised of alumni in their 20s and 30s, about 60 percent of the 33,000 NDSU alumni. —RAY BURINGTON, *Director, News Bureau, North Dakota State University.* case

Getting into externships

BY ADELAIDE M. ZAGOREN
Executive Director
Associate Alumnae of Douglass College
Rutgers, The State University

"I always felt I would like *to be a physician—now I know I* must *be one."*

"Not only did I meet very interesting people, but I got to write and have my work published in real newspapers."

"Even daily commuting by train and bus proved to be a valuable learning experience."

"I wish this kind of program had been available to me when I was at that stage."

These are some reactions of students and sponsors to the externship program of The Associate Alumnae of Douglass College. We developed this project to meet the changing career counseling needs of Douglass students—our future alumnae.

Our externships let Douglass College juniors and seniors "try out" careers during vacation periods. They spend a week in the offices of alumnae and business people who work in career areas interesting to them. This helps students explore ways to use their liberal arts education.

We recruit alumnae and area business people to sponsor externships. Students must be able to commute to these externships, although some alumnae far from campus do offer housing as well.

We place these externship opportunities in a Career Resource Bank, located in our office. Next we publish a tabloid of "classified ads" describing each job, and invite students to apply for up to three positions each. Students participate on a voluntary, extracurricular basis. In five years, this program has grown steadily from 20 externships to 275 this year.

A committee of alumnae, usually with the help of the Career Counseling Office staff, selects the students for the positions. If a student's three choices are oversubscribed, the staff may provide an alternate position for which the student's background seems suitable. For particularly important or sensitive positions, we also check a student's references.

Before the externships begin, we hold an orientation meeting for students. Here we review the program's goals and benefits as well as students' responsibilities to their sponsors. This helps students see the advantages of externships, even if they are not assigned to their first choice. We remind them that their actions can affect the reputation of future Douglass graduates who may apply for jobs there.

We find this meeting minimizes such problems as students' not appearing for their externship assignment, harboring false expectations about the program, or feeling disappointed in their assignment.

A frank discussion with each sponsor helps minimize sponsor-related problems. We give the sponsor a pamphlet that reviews the goals of the externship and provides helpful suggestions for program content. (When we speak with an industry executive who then recruits sponsors within his or her firm, this pamphlet becomes particularly helpful.) Before the externship begins, we also provide each sponsor with information about his or her student.

Benefits—hidden and obvious

Evaluations from both externs and sponsors have shown us these benefits to the program:

- *Students have a chance to sample their field.* Students learn about a professional's relationships with co-workers, and the actual assignments carried out during a day. By observing others in the organization, the student may learn about an alternate career opportunity in her field. She may gain perspective for planning her future studies. Sometimes she makes important first contacts in her field.
- *Alumnae like sharing and helping.* This program makes alumnae feel needed by their college—and more supportive of it. And sometimes they get help with a project they haven't had time to do themselves.
- *Business identifies potential employees.* An unexpected benefit—especially since we added outside sponsors—has been the hiring of some student externs for summer or permanent positions.
- *The institution improves the curriculum.* When we meet with business executives about sponsoring externships, we frequently learn what academic preparation they seek when they hire professionals. We share the results of such meetings with the academic community, which uses the information to augment our liberal arts program. For example, a new science management program has been added to our curriculum based on the expression of these needs.

Career resource bank

At Douglass, our externship and other career counseling activities sprout from our Alumnae Career Resource Bank. The bank holds information on alumnae we've identified as potential externship sponsors or as speakers for other career counseling activities.

The bank takes up several notebooks, cross referenced for easy access. We try to update the biographies periodically and to note requests made of each alumna. (This avoids overusing anyone.) If we ever receive a less-than-good report about a person's ability to speak or to provide a worthwhile externship, we simply remove the biography so that the person is not called on again. However, we note good evaluations in the biography, where they are valuable to persons searching the file later for their needs.

If your university has its alumni records, including career information, on computer, your bank is ready for take-off. You can scan these records for potential externship sponsors and speakers.

We add to the bank through appeals for volunteers in the *Alumnae Newsletter*. And we carefully scan class notes, alumnae news clippings, and class questionnaires to identify potential participants. This process goes on continuously. Classes which send reunion questionnaires are encouraged to include career-related questions for this purpose.

When we identify alumnae, we invite them to join the bank. Their return of an updated biographical form automatically adds their name to our collection.

A side benefit: The bank is a resource for faculty who wish to invite alumnae back for a classroom program or who wish to confer with former students about some aspect of their field of interest. Several academic departments take advantage of this regularly.

Staff requirements

At Douglass, our externship program takes about half of the time of a professional and of a clerical staff member. At certain seasons, it is a full-time assignment for both. As executive director, I add a liberal amount of my own time—particularly in the opening up of important new outside sponsors.

Generally, we find that our professional works chiefly on the development of the bank, forms and form letters, and printed materials; on the establishment of a workable calendar; and on relations with sponsors.

Our clerk processes the many mailings and maintains the bank.

Finally, a volunteer committee helped us develop the plan, and now assists in securing the financial support for the program, selecting students for jobs, finding sponsors to meet unusual needs, and constantly watching for additional sponsors.

I take three externs myself in each of the college vacation periods and can personally attest to the rewards of this program. I even recruited my most recent staff member after seeing her in action as an extern in my office! case

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Take me to your leader

Alumni lead students into the job market

BY PATRICIA TROLLINGER
Director of Career Development
Emory & Henry College

Emory & Henry College is a small liberal arts school nestled in the woods of southwest Virginia. Its 840 students work in an idyllic environment, conducive to study and achievement. Until recently, however, attendance at Emory & Henry was not necessarily conducive to finding a job. In fact, in the competitive job market of many large corporations, E&H did not exist.

As a result of our low profile, my office for career planning and placement faced two major problems in mid-1979. We could not attract employers to campus to talk to seniors. And we could not get our students through the doors of our state's most prestigious corporations for interviews, much less jobs.

A plan takes shape

In a brainstorming session, the Career Development Advisory Council (composed of students, faculty, and alumni) realized th[illegible]lumni could solve some of our problems.

E&H graduates held prominent positions in almost every professional field. Ironically, some older graduates were employed by those same corporations that now had restrictive interview policies. Perhaps they could be the key to opening employment doors from the inside and starting a network of success for Emory & Henry.

In planning the program, we wanted to do more than improve placement services. We also wanted to serve three constituencies:

- *Students.* We wanted to provide them with firsthand access to career information. This would develop their confidence in the vocational value of their academic work and help them contact potential employers.
- *Alumni.* We wanted alumni to develop a closer relationship with the college by becoming involved with placement services.
- *Corporate managers.* We wanted corporate personnel to consider Emory & Henry a strong source of good employees based on their contact with current seniors.

We called alumni who were active in the chapters of three major Virginia cities—Richmond, Charlottesville, and Lynchburg—and they responded enthusiastically to the proposal. Washington, DC area alumni agreed to help with a pre-law trip.

We also received a grant for $7,300 from the Virginia Division of Vocational Education. This may seem like a small amount to some colleges, but it looked like a mint to us. It meant we could finance three trips and improve other office services.

On the road

The Career Education Trips were two-day visits by students to alumni at their work sites and in their homes. These excursions gave students an opportunity to hear alumni reflect on the working world and the advantages an E&H education provide.

Nineteen students made the first trip to Richmond, accompanied by Richard Trollinger, director of alumni affairs (and also my husband), and me. Four very prominent alumni—the personnel director at Virginia Electric & Power Company, a vice president with United Virginia Bankshares, the managing editor of the *Richmond Times-Dispatch*, and the state's deputy attorney general—made most of the arrangements.

A buffet-style meal, prepared by the alumni, awaited us when we arrived in Richmond. After dinner, a panel of six alumni talked about their vocational pursuits and their observations on Emory & Henry. The students were impressed by the influential positions the graduates held, the good feelings they had about their alma mater, and the no-nonsense advice they gave about the job market.

Following the discussion, students went as guests to the homes of alumni.

The next morning, the students separated into two groups, one going for tours at Virginia Electric & Power and United Virginia Bankshares and the other touring the *Richmond Times-Dispatch* and several state government offices. During the day, other alumni participated in round-table discussions at luncheons in the city.

The Richmond trip, with some variations in scheduling, served as a prototype for the later trips.

On the pre-law trip, we emphasized contact with law schools, law students, and practicing attorneys. Nineteen students, a professor, and I went to Washington. We toured the law schools at the University of Virginia on the way and Georgetown University and Antioch School of Law in the city. We also visited with an alumnus who is a corporate attorney. Though we had less formal contact with alumni (i.e. we had no group meal or panel presentation), students and alumni had more time to get personally acquainted.

The magic ingredient

Alumni made enormous contributions to these trips. In every instance one or two individual alumni or alumni couples coordinated tour arrangements, located a place for the meal, invited panelists for the discussion, and asked numerous alumni to provide overnight lodging and local transportation.

Alumni conducted tours, compiled literature on career opportunities, housed and transported students, and took part in discussions. Some, by adding their names to the "Alumni Network" in the Career Development Office, have indicated their willingness to help individual students in the future.

My office was responsible for writing the original grant proposal, publicizing the trips to students, and transporting the students from campus to the cities. With such a low investment and ultimately such a high return, this project was a dream-come-true for the college.

This year E&H students visited Kingsport, Tennessee and Roanoke, Virginia. Because grant money was no longer available, students paid gas expenses for the college vans and alumni provided all food and lodging. With alumni serving as guides in the corporate jungle, our Career Education Trips are leading students to success. CASE

Career explorations

Students on one-month expeditions discover that alumni make good guides

BY DIANE GALUSHA
Writer, Office of Communications
Colgate University

It takes more than reunions, phonathon calls, and alumni periodicals to keep your institution's graduates in touch with their alma mater. Personal contact establishes the real connection. And a program at Colgate University involving alumni and students proves that point remarkably well.

The Career Exploration Program strengthens alumni ties while giving students a chance to look into career options. Alumni in fields ranging from medicine to the ministry sponsor upperclass students for month-long internships.

Now in its seventh year, the program is part of Colgate's January Special Studies Period. During this time, students take short courses or engage in independent study both on and off campus. We've found the program is most successful in the January term as many companies are not interested in taking on students for only one or two weeks. Students prefer the January program to summer internships because they can use vacations to earn money for next year's tuition.

This year, 84 students signed up to work with Colgate grads in law offices, advertising agencies, banks, fisheries, newspapers, and restaurants. A total of 105 alumni offered positions. But some—like the marketing-retailing post at a Caribbean turtle farm—went begging because they were too far away or unusual.

"The kids who participate in Career Exploration are the cream of the crop," comments Program Director Peg Fenner. "Many students prefer to remain within the security of campus, but those who want to go out and meet the world come back with fantastic enthusiasm for what they've done and the people they've met."

For example, one student spent the month with an Atlanta alumnus getting a taste of the restaurant business. He did everything from washing dishes and busing tables to balancing the weekly books, helping with inventory, and writing advertising copy.

Another worked for an alumnus at the *St. Charles Post* edition of the *St. Louis Post-Dispatch*. She learned interview techniques, tagged along with ad salesmen, observed page make-up and printing, and wrote a few stories.

A senior biology major found himself living in a caboose with no running water at an isolated wildlife refuge south of Winnipeg, Canada. He helped manage a flock of geese and logged data about its nesting habits and societal attachments.

Yet another student applied to medical school after his experience at the Southern Maine Radiation Therapy Institute. He heard lectures, sat in on conferences, and saw both the technical and human sides of medicine. "It was very refreshing to have someone from outside the medical profession looking over your shoulder," noted his alumni sponsor, a doctor at the institute.

How we do it

The program began in 1975 in response to the needs of increasingly career-conscious liberal arts students. With faculty help, Fenner established academic requirements for program participants. The alumni office mailed several thousand requests to alumni.

Fenner received 120 replies that first year. These served as the basis for the following year's program. Now the Office of University Programs has a well-stocked file of alumni who have expressed an interest in taking one or more students. And the office sends out 3,000 requests annually to develop new career exploration outlets.

There are other ways of uncovering alumni support for Career Exploration. When alumni officers send out occupational questionnaires to update their files, they can ask whether the alumnus wants to sponsor a January job.

Faculty, staff, and other alumni often

recommend graduates who may want to assist. Many parents of undergraduates also provide positions.

Although the alumnus has no direct financial obligations (none of the students are paid), Fenner asks the sponsor to provide or locate housing for the intern. Three-quarters of the students live with the sponsor and his or her family. This establishes a bridge between Colgate's past and present.

With sponsors committed, students sign up in late September for the positions they want. After confirmation, they consult a faculty sponsor, who indicates readings and written assignments to go with the work experience. At the end of the period, the alumni sponsor fills out a form rating the student on maturity, initiative, adaptability, and performance. The faculty member provides the grade for the credited program.

Because faculty members may feel that career-oriented programs are inappropriate in a liberal arts institution, you must involve them early in planning. At Colgate, a seven-member January Special Studies Committee provides a vehicle for faculty involvement.

Of course there are problems. Some alumni agree to sponsor students and then leave then under someone else's supervision with little or no direction. Others ask to see student resumes so that they can make the intern selection. "Students should select their own January project," Fenner advises. "Alumni shouldn't select the student." And every year a few students sign up for a position only to back out at the last minute, inconveniencing the sponsor and embarrassing the university.

But mostly the program succeeds. Most sponsors make every effort to involve their charges in the more interesting aspects of their work. "One young woman at a law office was involved in a murder trial from start to finish," Fenner comments. The firm "didn't make a clerk/typist of her."

Robert Howard, executive secretary of Colgate's Alumni Corporation, adds: "The program gives an alumnus an additional opportunity to be of assistance to the university. Not all alums are interested in tailgates and tunks. Here's something with academic credibility. For some alumni, it's their only really big contribution to Colgate, but it's a very important one."

very important one." CASE

The career connection

Three alumni program ideas for the '80s

BY THOMAS F. ARMY, JR.
Assistant Director of Alumni Relations
Wesleyan University

Show me a liberal arts institution that has problems placing its graduates on career pathways, and I'll show you a school that is not using its prime resource: alumni.

In the Alumni Relations Office at Wesleyan University, we have three career counseling programs that require limited staff time and a small budget. For these programs to work we depend heavily on alumni.

1. *Career Counseling Network.* Alumni who are engaged in specific careers meet with and advise undergraduates and recent graduates. The Alumni Relations Office starts the network with a mailing to alumni. We ask for volunteers who will counsel undergraduates in their career areas. This is an excellent way to involve many alumni in university affairs.

When we have enough volunteers, we advertise the network to students and recent graduates. We emphasize that it is not a placement service but a counseling program. Students who participate gain a better understanding of the job market, and they generally make wiser career decisions.

2. *Career Education Workshops.* This program of seminars informs students and graduates about career choices in a particular field. We ask an alumnus to organize a seminar. He or she recruits at least five alumni in his or her field to participate in a panel discussion. My office helps by providing the addresses and telephone numbers of other alumni in the particular career field. We also notify students and local alumni about the seminar.

The panel chooses its own format. The chairperson might prepare questions beforehand to which the panel will respond. (For example: What are the satisfactions and frustrations of your job? What questions did you ask yourself before you decided on your profession?) Or, each panel member might briefly describe his or her own career development and give helpful hints about seeking employment.

The presentation, which usually takes about an hour, ends with a short question-and-answer session. We serve refreshments afterwards; this gives students and alumni a chance to talk.

We hold a number of these workshops around the country during student vacations. This gives students an opportunity to travel and alumni an opportunity to speak on their own turf. Students get themselves to off-campus workshops held during their vacations. When we hold an off-campus workshop during the semester, the university provides round-trip transportation.

3. *On-campus Career Counseling Workshops.* These flexible sessions come in many different formats. Sometimes we conduct a panel discussion. Other times we organize a job fair.

One recent program with the theme, "Careers in the Arts," was relatively easy to plan. In December we met with members of the Center for the Arts to discuss the overall program. We created a working committee consisting of one member of the arts faculty, four students, and two alumni staff members. A few days later we mailed invitations to alumni who had majored or were working in the arts, asking them to contribute to our program.

By the end of February, 35 alumni had agreed to participate. We divided them into five distinct groups: theater, museum management, architecture, film, and education.

In early March we designed a flyer that went into each student's mailbox on campus. We also mailed it to recent graduates living in the area. We listed the program in the Wesleyan Calendar of Events and put items in both student newspapers. We ran spots on the school and local radio stations and put posters up around campus.

Students, faculty, and alumni alike were pleased with the "Careers in the Arts" program. Students made contact with individuals in areas of their potential career interest, and faculty members received feedback from alumni. We attracted a group of alumni who ordinarily do not return to campus for traditional events, such as football games, but who nonetheless remain involved with the university.

Tips to remember

Whatever career counseling path your university decides to follow, let me make five suggestions.

1. *Establish a career education committee of the alumni association or alumni council.* It should comprise volunteers of all ages from various geographical areas and with diverse professional interests. The committee can coordinate alumni activities with your alumni relations office. You in turn should get its recommendations on career counseling programs and future projects.

2. *Involve other departments throughout the university.* Your office can share resources and ideas with other departments and can expect the same in return. Seek open communication among all groups on campus.

3. *Have work waiting for the alumni volunteers whom you recruit.* Too often the alumni relations office and alumni association ask a volunteer to work but fail to provide the volunteer with an immediate and important project. Furthermore, when alumni give their time and talent, be sure to recognize their efforts with a thank-you note.

4. *Do not forget the students.* Some years ago Wesleyan organized a student program called WESTAR (Wesleyan Students in Alumni Relations). An undergraduate body like WESTAR mobilizes an effective student work force. At the same time, it gives students a valuable opportunity to see the service-oriented side of alumni relations. Actively involved students often become actively involved alumni.

5. *Keep reviewing your career programs.* Don't be satisfied doing the same old things year after year. And don't let the university overlook the needs of its own constituency.

By providing a variety of projects to encourage the participation of new alumni, the university avoids the "All you are interested in is asking me for my money" complaint. Younger alumni are willing to serve when it is not a great burden on their pocketbook. Such service develops a tradition of involvement that's good for alumni, students, and the university. **CASE**